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THE UNIVERSITY OF ALBERTA

THE ALBERTA DIVISIONAL SCHOOL TRUSTEE

A DISSERTATION

SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

FACULTY OF EDUCATION

by

J.D.McFetridge and M.T.Sillito.

EDMONTON, ALBERTA,

AUGUST 28, 1950.

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University of Alberta

Faculty of Education

The undersigned hereby certify that they have
read and recommend to the School of Graduate Studies
for acceptance, a thesis entitled,

THE ALBERTA DIVISIONAL SCHOOL TRUSTEE

submitted by J.D.McFetridge, B.Ed., and M.T.Sillito,
B. Ed., in partial fulfilment of the requirements for
the degree of Master of Education.

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Date *May 4, 1951*

THE ALBERTA DIVISIONAL SCHOOL TRUSTEE

by J.D. McFetridge and M.T. Sillito

A Questionnaire study of the Alberta Divisional trustee in an attempt to assess what the average trustee thinks about some common educational problems, and to secure, if possible, some notion of his philosophy of education. This study deals specifically with trustees in relation to school administration, relations with teachers, teacher-training, centralization of schools, and trustees' concepts of the aims of secondary education in Alberta. A statistical summary of the questionnaires was made and the resulting data, along with a compiled history of the ASTA, formed the basis of the thesis. Verbatim comments of trustees on the various areas under consideration are included as an Appendix.

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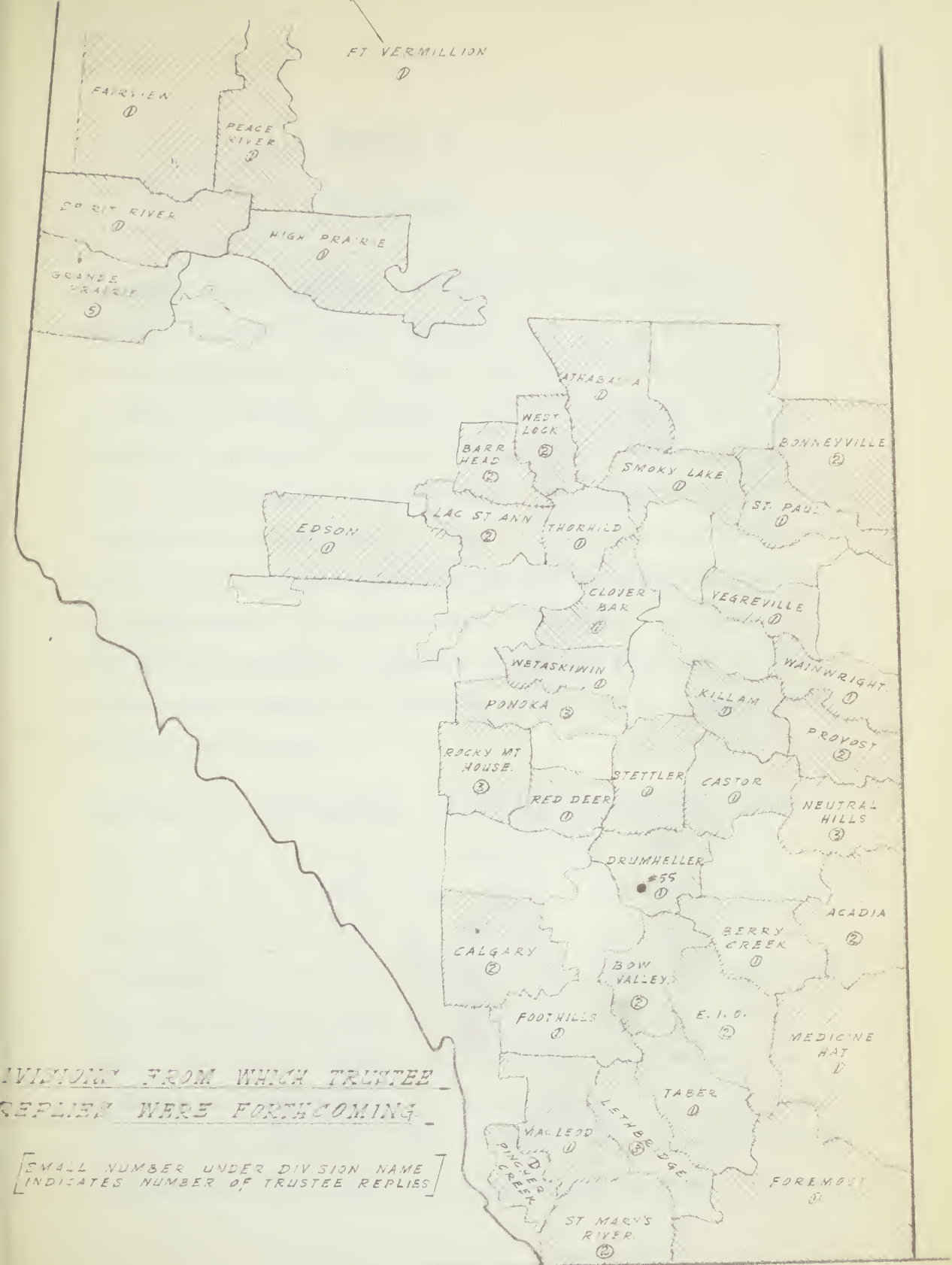


FIGURE I

CHAPTER I

THE PROBLEM

Statement of the Problem. The field of local administration in Alberta schools appears to be one in which little research has been done. Alberta has been on the frontier in several fields in education, and this, coupled with the province's geographic diversity, has given local administrators a great variety of experience. It seemed reasonable to suppose that information of value to education in this province could be gathered by tapping this reservoir of practical experience. It was proposed, therefore, to make a survey of the thinking of trustees on certain problems in education and to secure, if possible, some notion of their educational philosophy.

Importance of the Problem. In the business of running the schools of the province, the trustees have spent several millions of dollars each year. While it was recognized that the general direction of the spending of this money was determined by provincial regulation and policy, yet there was certainly enough latitude given trustees that a variety of quality in Alberta schools has resulted. This variety was probably not attributable to any one factor, but it seemed apparent that those who spent the money were important people in education. The power of the purse held by local trustees

was limited both by local pressures and government regulations. However, it seemed important to remember that these people were "in the thick of it", that they were the ones who signed the cheque, that they were the ones who had to assess and respond to local opinion, that in essence they were the ones who had to translate regulations, opinions and money into the tangibles of education. What they were and what they bought was considered important to education. This thesis was designed to assess this trustee variable in education.

TERMS

Trustee - Except in the Chapter on the ASTA history, this word refers to the Divisional Trustee. In limiting the scope of this study it was decided that it would deal with Divisional trustees as they were considered to be a more homogeneous group than the entire trustee body of the province. The data used in the compilation of Chapter III were not limited in this way.

Association - This refers to the Association of Trustees, by whatever official name it was called throughout its history.

Centralization - The practice of replacing several small school plants by a single larger one.

Divisional System - This refers to the school system established by changes in the Alberta School Act brought about in 1936.

N - This symbol represents the total number of cases considered in the item to which it refers. Statistically, it represents the size of the sample.

ASTA - Alberta School Trustees' Association.

ATA - Alberta Teachers' Association.

A STATEMENT OF ORGANIZATION

Chapter One serves as an introduction to the thesis and contains this statement of organization. Chapter Two is a record of methods of procedure and sources of data which were used. Chapter Three is a history of the ASTA. Chapter Four is a statistical summary of the data compiled from the questionnaires. Chapter Five is concerned with trustees as administrators. Chapter Six deals with trustee-teacher relationships. Chapter Seven is concerned with trustees and teacher training. Chapter Eight deals with trustees and centralization. Chapter Nine deals with trustees and the aims of secondary education in Alberta. Chapter Ten contains a summary, conclusions and recommendations. Two appendices are included; the first contains copies of the questionnaires and form letters used in this study, the second consists of a selection of verbatim trustee comments on the various items in the trustees' questionnaire.

The work of the thesis was divided between the two candidates as follows: The collecting of data and Chapters

One, Two, Three, Four and Ten represent joint effort. In chapters Five to Nine inclusive, the portion dealing with the presentation and interpretation of data with a general note on each chapter was the work of Mr. McFetridge with the minor exception that the statement of the purpose of each item was done in collaboration. The portion of each of these chapters which discusses the philosophy of Trustees was the work of Mr. Sillito. A library study of similar investigations revealed a dearth of material and the report of similar studies is, therefore, a null report.

CHAPTER II

PROCEDURES AND SOURCES OF DATA.

It was decided that for this survey a questionnaire covering the main fields of trustee activity was to be the major source of data. These data were to be corroborated by and correlated with information obtained from teachers and superintendents by means of a shorter questionnaire for each group. In all, 480 questionnaires were sent out; 280 to trustees, 150 to teachers, and 50 to school superintendents. The trustees' questionnaire was designed to give information concerning the opinions which presumably reveal the philosophy of the people on Divisional School Boards. The questionnaire to teachers was designed to indicate certain school board practices. The purpose of the questionnaire to superintendents was to obtain a comparative opinion on certain problems and to summarize some aspects of the existing educational establishment in Divisions. Further data on the subject were sought through a study of the official organization of trustees, the Alberta School Trustees' Association. This objective was realized through a study of ASTA records, through attendance at the 1949 convention at Calgary, and through interviews with long-term officers of the Association.

STATEMENT OF DIFFICULTIES ENCOUNTERED.

In carrying out the above procedures certain difficulties arose. The first request for data from trustees resulted in the return of thirty questionnaires. The campaign to increase this number involved a follow-up letter to all trustees not replying; personal letters to more than thirty trustees whose names were suggested by Mr. Andrews, ASTA Secretary; and a letter of appeal published in the ASTA magazine. These methods, along with personal requests to trustees known to the writers, resulted in a total of sixty-five completed questionnaires being returned.

Questionnaires to teachers were distributed personally to several of the Summer School classes. Eighty-one of these were returned. This method proved highly effective.

Mr. W. Frame, Chief Superintendent of Schools, very kindly distributed questionnaires to the superintendents at their convention in Edmonton. Sixteen completed questionnaires were returned. The co-operation of Mr. Frame immeasurably strengthened the appeal to this busy group of men.

The chief difficulty of the ASTA study was that the data required for the writing of the history of the Association were widely scattered. Records of the very early organization of trustees into an association were very scarce.

LIMITATIONS OF THE STUDY

Since this study represents a first exploration in a new field of educational research in Alberta, it was designed to be general. As a result, major features of this field are revealed but detail is not always clarified.

Questionnaire-type research is usually self-biasing. People answering a questionnaire are usually those with strong opinions. This bias factor is non-measurable, tending to invalidate the study from a statistical viewpoint. In this questionnaire, which was necessarily wide in scope, (it called for 131 separate responses in 29 questions) the biased responses from any given trustee would probably be only a small proportion of the total number of responses in each questionnaire. Moreover, different trustees would have different biases so the overall picture on any given item might reasonably be expected to have a small bias factor. Where there was general bias in any given area, the accompanying comments asked for could be expected to reveal it.

Another limitation of this study hinges on the fact that if a person is asked what he is and what he thinks, his reply will probably be colored by what he thinks he should be and what he should think. For this reason, some indirection in the phrasing of questionnaire items was necessary. The questionnaire to trustees was designed to

serve a double purpose, that of getting trustee opinion as well as attempting to reveal the extent of trustee knowledge on certain matters through this expression of opinion. The number and variety of comments included in the returned questionnaires indicated that this indirection was more than moderately successful. For example, thirty-seven of the 65 trustees who returned questionnaires commented on question #13. These comments ranged in length from a single sentence to an essay of over 500 words, and revealed much information concerning the trustees' grasp of the problem of centralization.

CHAPTER III

THE ALBERTA SCHOOL TRUSTEES' ASSOCIATION

Between the formation of the Province of Alberta and World War I, a trustees' organization came into being in Alberta. The province had inherited a curriculum which had been adopted in 1902 and used since then by the Territorial Government. When, in the course of time, this curriculum came up for revision, the Minister of Education desired to get an expression of opinion concerning vocational training in secondary schools. For this purpose he called together a number of trustees. This meeting was the beginning of the ASTA.

It was felt that a study of this trustees' organization from its inception to the present day was a very necessary part of this study. All trustees in the province are now obliged to be members of the ASTA and, as such, receive the official publication of the organization, The Alberta School Trustee. It seemed reasonable that attendance at the annual conventions of the Association, and the reading of the official magazine must, in a measure, color the thinking of members. Thus the following history is included.

The exact date of the beginning of the ASTA is left somewhat in doubt. The long term officers of the association who were interviewed placed it as about 1911. Information

Journal of the American Medical Association

Published weekly, except on Sundays, and on the last day of the month. The subscription price is \$5.00 per annum in advance. Single copies are sold at 10 cents. The office of the Association is at 535 North Dearborn Street, Chicago, Ill. The Association is organized for the purpose of promoting the science and art of medicine, and of improving the medical education of the people. It is composed of all the medical societies of the United States, and of all the medical societies of the foreign countries which are members of the International Medical Congress. The Association is organized into sections, each of which is devoted to the study of some particular branch of medicine. The sections are: General Medicine, Surgery, Obstetrics, Pediatrics, Dermatology, Syphilis, Mental Medicine, and Hygiene. The Association holds its annual meeting in the city of Chicago, and its sessions are held in the rooms of the Association. The Association is organized into sections, each of which is devoted to the study of some particular branch of medicine. The sections are: General Medicine, Surgery, Obstetrics, Pediatrics, Dermatology, Syphilis, Mental Medicine, and Hygiene. The Association holds its annual meeting in the city of Chicago, and its sessions are held in the rooms of the Association.

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contained in an unpublished pamphlet prepared by the Department of Education places the beginning in 1907. Two references from the records of Trustees' Convention place it earlier than 1911. One of these references spoke of the organization as being in existence in 1909, and the other as having begun in 1907. The weight of the evidence is in favor of the earlier date.

In addition to the revision of the curriculum, the trustees' organization was concerned with keeping local taxes down and in procuring larger provincial grants.

World War I disrupted the work of this association. When interest was revived after the war, the central theme of interest had been enlarged. In 1918 the Minister of Education, the Hon. George P. Smith, called a meeting of interested trustees in Edmonton to discuss the war-created problem of teachers' salaries and teachers' qualifications. The minimum teachers' salary had been set at \$840 in 1916. This figure could be reduced in special cases at the discretion of the Minister. Members of the Alberta Teachers' Alliance, notably Mr. Newlands, Mr. Shortliffe, and Mr. Stanley presented the case for higher salaries for teachers. When trustees countered with the indictment that teacher quality was low, the matter of letters of authority entered the discussion.

One of the important results of this meeting was a decision by the trustees to hold an organization meeting in February of 1919. For this purpose, Mr. W. Davidson was elected chairman, and Dr. G. Stanley was made secretary of an organization committee.

The organization meeting was duly called. Those in charge of arrangements, anticipating the usual few hundred delegates, had planned on using a Calgary high school auditorium. Some two thousand delegates attended and the meeting had to be moved. It finally convened in the United Church Hall. If those in charge of arrangements were surprised at the number of delegates, they were even more astonished by the enthusiasm and temper of the meeting. In reminiscence, the meeting was described as "a real Donnybrook Fair". Each trustee had evidently been sent to the convention with instructions to remove the abuses of bureaucracy as seen from the viewpoint of his own local school district. It appeared that most of them were very conscientious in attempting to carry out their instructions. (These problems of a peculiarly local nature were to become a chronic burden to the available time of succeeding conventions.) Mr. W. Davidson had been elected to the chair in 1918, but he had resigned prior to the 1919 meeting. The

exuberance of the delegates was too much for his substitute and Mr. William Rea of Edmonton took the chair.

At this meeting Mrs. A.H. Rogers of Fort Saskatchewan was elected Secretary-Treasurer. Mrs. Rogers filled this position till December 21st, 1942. Not only did Mrs. Rogers ably discharge her duties as Secretary-Treasurer for this long period, but she also assumed the duties of editor of the trustees' section of the ATA magazine and subsequently took over the editorship of the trustees' official magazine in March 1933. In her capacity as editor, Mrs. Rogers left a record, replete with human interest, of the activities, interests and accomplishments of the organization which later came to be known as the Alberta School Trustees' Association.

During the period of the 1920's the Association was guided by two Presidents, Mr. William Rea of Edmonton, and Mr. T. O. King of Raymond. Mr. Rea served as President until February of 1923. During this time a matter of prime concern appears to have been the shortage of money for education.

Speaking at a 1923 trustee convention, Mr. Rea said,¹
"undoubtedly the financial problem ... is the most serious
question before us today."

The relationship between trustees and the Teachers' Alliance was dealt with by Mr. Rea, when, in addressing the convention in 1922 he discussed teachers' contracts,²

After notice of termination is given, the teacher may ask for a meeting of the trustees to discuss with them the reason for the termination ... of the contract ... not only should the teacher be heard ... but his or her representative ... as well, and they made it very plain to us that the representative was to be a representative from the central body of the Alliance; this was the 'recognition' asked for. We could not agree to that.

The "County System" appears to have been under discussion at the time. Mr. Rea said,³

I wish to deal with ... the proposed abolition of the elected school boards ... that the control of education be placed under the Municipal councils, the council to appoint a committee ... to deal with educational matters. I have no hesitation in saying that if such a policy were adopted it would be disastrous for the cause of education in this province.

¹ W. Rea, "President's Address", ASTA Report of Annual Convention, 1923, p. 25

² W. Rea, "President's Address", ASTA Report of Annual Convention, 1922, p. 29

³ Ibid, p. 23

Relations with teachers appear to have been a source of concern in this period. The nature of this relationship may best be shown by quoting from the President's address delivered by Mr. Rea to the convention in 1922. He said,⁴

We have legislation on the statute books providing for a conciliation board to settle certain disputes between the trustee and the teacher ... just see what happens if you could refer salary matters to a conciliation board in case of a dispute ... if the decision of the conciliation board is adverse to the trustees it ultimately breaks the authority of the board of trustees.

Interest on this subject was continuous throughout the following years. Again, regarding teachers' salaries,⁵

I have read over all the resolutions that have been sent in by different school districts to date, and I notice that a large number of them deal with the salary question and suggest that reductions ... (in salaries) ... be made.

Speaking of teachers' strikes, Mr. Rea said,⁶

But while we must not consider lightly a teachers' strike, I want to say that I do not look on these matters with much alarm as far as the future is concerned. These movements are the result of ... imaginary grievances and bad leadership ... I feel certain that there will be no permanent cleavage between the trustees and the teaching body of the Province of Alberta.

⁴ Ibid, P. 28

⁵ Ibid, p. 24

⁶ Ibid, p. 33

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Mr. T.O. King of Raymond succeeded Mr. Rea to the presidency in 1923. This change brought some shifts in the focus of interests of trustees, but the money problem still remained. "We find at the present time," said Mr. King in the President's address to the 1924 convention,⁷ "that one of the greatest problems in our way is that of finance ... I believe our Government made a mistake when they reduced school grants in this province."

Considering Mr. King's usually restrained manner of speaking, this represents a rather strong statement of disapproval. It was made while the Province was going through the latter stages of a post-war slump, and general improvement in business levels was soon to decrease ASTA preoccupation with financial conditions affecting education. Apart from this question of finance, the emphasis did change.

There seemed to be an increasing interest in curriculum. Some dissatisfaction had been expressed about the curriculum being too heavy. Speaking in 1927 at the annual convention, Mr. King said,⁸

I think there is one thing that I should mention and that is curriculum ... I hear considerable complaint that it does not seem to just satisfy all of us. I would plead with you to have a little patience with it. I can see splendid

7 T.O. King, "President's Address" ASTA Report of Annual Convention, 1924, p. 18

8 T.O. King, "President's Address" ASTA Report of Annual Convention, 1927, p. 42

good in it ... I would ask you instead of finding fault with the work to try to get the best results. Do not discourage your boys and girls ... if we have a little patience the problem will be straightened out.

Another change concerned a widening of trustee interest to include trustee organization outside the province. Mr. King became one of the vice-chairmen of the Canadian School Trustees' Association in 1927. This gave the Alberta trustee a place in the World Conference on Education. In November 1926, Mr. King, representing Alberta, went to a British Columbia Trustees' convention, and reported that he was impressed with the amount of financial assistance given to school districts in that province by their Provincial Government.

The Association concerned itself with local organization and considered the problem of ratepayer education regarding educational problems. Mr. King said at the 1924 convention,⁹

I believe that our executive, through Provincial Inspectors, should try to form local organizations ... In my opinion many of our difficulties could be overcome this way ... the ratepayers as well as the trustees should be brought together ...

⁹ T.O. King, "President's Address", ASTA Report of Annual Convention 1924, p. 18

Again in 1925, Mr. King said,¹⁰

I believe that if we as trustees would gather in the ratepayers and consult with them ... over the problems we have as trustees, they might probably help us to solve them. Sometimes they seem to think a trustee's duty is to be a sort of bank, to get money, to sign things and carry burdens and they will pay the taxes when they are ready, but get them together and have them share the responsibility.

In the Presidential address in 1927, Mr. King's humanistic child-centered philosophy which made him the popular choice for the president for 14 years, is illustrated,¹¹

The trustees are really the fathers of the children who come under their jurisdiction, and merely hiring the teacher and caring for the building and equipping of the school is not sufficient ... personal petty things should pass away ... look at it from a broad sense ... feel that we are interested in every child that comes to our school, irrespective of their high standing or low standing ... then we are doing our duties as trustees.

Finally, the trustees' concern with the organization of large units was not dead, but their opposition to it was changing somewhat,¹²

The Minister of Education has evolved a plan of Township Board ... the trustees as a whole, from what I can read and learn, are opposed to some extent to these Township Boards. They feel

¹⁰ T.O. King, "President's Address", ASTA Report of Annual Convention 1925, p. 23

¹¹ T.O. King, "President's Address", ASTA Report of Annual Convention 1927, p. 41

¹² T.O. King, "President's Address", ASTA Report of Annual Convention 1926, p. 42

that is taking away the trust placed in them and feel it will not be a good thing on the whole, but they have gone so far as to say that if it were made optional they would support it ... I think this is one of the problems we will have to meet in the near future in this Province. These things spread. It is starting in the East and coming this way.

Mr. King, in the above speech, pointed out the need for reorganization of school administration. "We have..." he said,¹³ "a condition which is rather awkward in regard to taxation ... part of the taxation is collected by the municipality and part ... by the school board ... and it has been confusion from start to finish."

The so-called "Baker Bill", which proposed the introduction of larger administrative units, was presented in 1929. This bill was put before a crowded convention of trustees whose energetic disapproval rendered the meeting memorable. Trustees of long standing recalled this occasion with a smile after twenty years.

Throughout the 'twenties', Mrs. A.H. Rogers of Fort Saskatchewan, served as Secretary-Treasurer of the Association. This decade saw the following vice-presidents: T.O. King of Raymond, M.E. Sly of Strathmore and F.H. Herbert of Strathcona. The Hon. George P. Smith and the Hon. Perren Baker, both Ministers of Education, served as Honorary Presidents of the Trustees' Association, as did Mr. W. Rea

¹³ Ibid, p. 43

of Edmonton. Other vice-presidents were Dr. J.E. Lovering of Lethbridge and H.C. Wingate of Calgary.

Two presidents, Mr. T.O. King of Raymond and Dr. C.A. Staples of Stettler, directed the Association's affairs throughout the difficult 'thirties'. Mr. King closed 14 years of service to the Association in February, 1937, having served as President through the boom of the late 'twenties' and the depression of the early 'thirties'. In the initial years of the financial recovery, trustees were hard pressed to keep their schools in operation. Pressure was put upon the Government to have the statutory minimum salary of teachers removed when the Convention passed a resolution to this effect in 1932. Subsequent conventions asked for a lowering of the minimum salary, but the Hon. Mr. Baker set the policy of the Government when he stated in the 1933 convention,¹⁴

There were just three possible lines of action; to remove the minimum; to reduce the minimum; or to leave the law as it was, and attempt to meet the situation through the exercise of the power by which the Minister may authorize payment at a lower rate if the inspector certifies that it would be a hardship on any district to pay the minimum. The later course was the one decided upon ...

¹⁴

Hon. P. Baker "Address" The Alberta School Trustee,
April, 1933 p. 4

This policy was carried out until improved financial conditions rendered the problem of no immediate concern to trustees.

The Association began to publish its own periodical in 1933. The first issue, 16 pages in length, appeared in March, 1933, with Mrs. Rogers as editor. By 1950 the publication was nearly quadrupled in size. In the second issue, Mr. King expressed the need for a separate magazine,¹⁵

For the past two years the Trustees' Association has been publishing their magazine co-jointly with the ATA. This amalgamation has not proved successful financially, because we failed to get the necessary number of subscribers and as a result a large deficit has fallen each year on the central organization.

The attitude to teachers was becoming more liberal, as shown by the following quotation from the discussion of a resolution before the 1933 convention in which the question of paying teachers for days spent at their conventions was being debated,¹⁶

Some trustees were of the opinion that (Teachers' Conventions) ... were in the interest of the Teachers' Alliance only, and that the teachers

¹⁵ T.O. King "To the Trustees" The Alberta School Trustee
April 1933 p. 1

¹⁶ Ed., "The Convention" The Alberta School Trustees, March
1933 p.6

met to plot against the school boards... A large number of trustees, however, declared that they had attended these conventions themselves, and were delighted with the sort of work that was carried on there..."

The ever-present and contentious problem of continuous contracts for teachers was up for discussion in this period. In the 1935 Convention a resolution was passed demanding an amendment to Section 160 of the School Act whereby a teacher could be dismissed in the months of July or August without the possibility of the Board of Reference being called into the matter. Despite this and other similar efforts, the trustees as a group had to yield continually on this point.

The depression and subsequent unemployment ended the shortage of teachers which had existed in the late 'twenties'. The problem was to recur again by 1938. During the 1935 Convention a plea was made for an increase in membership. In 1936, a near-record crowd did attend the annual convention to hear the Minister of Education, the Hon. William Aberhart, outline his proposals for introducing the system of School Divisions. After the Minister had presented his plan a discussion followed. The ASTA Magazine,¹⁷ reported the meeting (questions were directed to the Minister):

¹⁷Hon. W. Aberhart "Address by & etc..." The Alberta School Trustee, March 1936, p.23

- Q. If the convention goes on record that they desire to stay in the same system as today will the Government go ahead with the proposed plan they have in view now?
- A. We might. We do not feel you fellows should have all the say.
- Q. As we have got along for so many years, would it not be possible to do so for another year and not rush the proposed legislation through at this session of the Legislature?
- A. I do not feel we are rushing anything. You have been talking about this thing for seven or eight years now.
- Q. Oh, so it is the Baker Bill?
- Q. What will be done with regard to opening schools heavily in debt and forced to close down by order of the Minister of Education?
- A. We are trying to make arrangements so that all schools can be opened, but as you see there is a rather severe opposition to any attempt to help you. This is not the Baker Bill. It is a new bill to meet what you asked for, that you should have control of your own district.

The vote on a resolution favoring the introduction of the Divisional System showed that there were six trustees in the whole convention in favor of the plan.

During the following session of the Legislature, the amendments to the School Act were passed, obviously without the blessing of the ASTA.

Although the 'thirties' witnessed the period of the highest and most general interest on school administration due to the proposed changes in the Divisional System, the ASTA faced a grave crisis in membership for the same reason. Three thousand school districts became

some 44 Divisions (which process was largely completed by 1938) and the resulting reduced numbers of active trustees seriously limited the financial and personal support of the Association. Particularly hard hit was the Association's publication, The Alberta School Trustee. The circulation was reduced not only because there were fewer available trustees to subscribe, but also because many of this reduced number did not subscribe to the magazine. It is presumed that the failure of the Association to stop the Legislation to incorporate the Divisional System resulted in loss of interest in the organization. The problems arising from this loss of membership were partially solved during the presidency of Dr. C.A. Staples. In 1939 a government ordinance, requested and originated by the Legislative Committee of the ASTA, was passed. This made every trustee a member of the ASTA. With compulsory membership and payment of trustees' fees from public money the crisis was safely passed.

The rather vexing problem of how to decrease the inroads on convention time made by delegates presenting purely local problems, was solved. The trustees' executive arranged to have various experts of the Department of Education present at each convention. These people were able to give the delegates informed advice and the time saved for matters of general concern was considerable.

Serving as vice-presidents in the 'thirties' were Dr. Lovering, Dr. C.A. Staples, Mr. M.R. Holder of Stettler, and Mr. A.E. Ottewell of Edmonton. Honorary presidents in this period were the Hon. Perren Baker, The Hon. Wm. Aberhart, and Mr. T.O. King.

By the decade of the 'forties' one major financial accomplishment had been made. The School Board Fire Insurance, a co-operative effort on the part of trustees throughout the prairie provinces, had been active for about eleven years. This Board obtained group fire insurance rates which resulted in a considerable saving of money. A quotation from the School Fire Insurance Committee's Report contained in the Alberta School Trustee, January 1943, page 24, follows:¹⁸

It is now twelve years since a Committee representing the school trustees of the three provinces worked out with these Companies, a plan of school fire insurance that would give adequate protection to schools against fire loss at a minimum cost. The Plan has now been in operation since May 1st, 1930. About five thousand school boards carry their fire insurance under it having a total volume of nearly \$12,000,000. The committee carry on a continuous campaign of fire prevention. The Companies provide fire extinguishers to the schools free of charge. Every school board is urged to make a personal inspection of its school property every year and to send a detailed report to the Committee Secretary ...

¹⁸ Ed. "School Fire Insurance Committee Hold Annual Meeting, The Alberta School Trustee, Jan. 1943, p. 24.

The Committee discovered that adequate ... records of school fire losses have not been kept by any of the three Provincial Governments. The Committee next reviewed insurance rates on schools ... the new rates place the cost of insuring a rural frame school or a village frame school of less than three classrooms at .70¢ per \$100. of insurance for three years. For town schools with more than two classrooms the rates range from .60¢ to \$1.10 per \$100. ... according to the type of building ..

The above rates are nearly 30% lower than previously in effect ... it is interesting to note that when the committee went into operation in 1930 the prevailing rate of fire insurance on rural schools ... was \$1.50 ... or over twice as much as today.

During the first half of the 1940's the overshadowing conflict, World War II, was being waged and ASTA activities and problems were colored by that fact. As early as the fall of 1938 there was a serious teacher shortage¹⁹ and with the advent of the war the shortage became distressingly acute.

In 1942 trustees advocated reduced fees as well as loans from the Provincial Government to teacher trainees. Bursaries were requested from the Government in 1945. In a resolution discussed at the 1947 convention the shortage of teachers was cited as evidence that the profession was underpaid. This resolution contained the proposal that the

¹⁹ The Dept. of Education - An unpublished pamphlet prepared by the Department of Education.

minimum salary be raised to \$1400. Mr. Hennig in his presidential address to the 1949 Convention stated,²⁰

The teacher supply is better. The outlook for next year is promising due mostly to the scheme of bursaries initiated by the Department of Education and participated in by most ... Divisions. This will assure more teachers for next year than would otherwise be the case.

In 1950 the teacher shortage was still a trustee problem.

The progress of centralization was accelerated in the 'forties' by the teacher shortage; other problems arose in the process. In 1942 the question of replacement and maintenance of school vans was serious enough to elicit a resolution directed toward the Provincial Government requesting special help and consideration. The problem of suitable roads for vans grew with the extension of centralized districts to such an extent that in 1950 it was listed by trustees as the most significant factor hindering centralization. The building of dormitories incidental to the centralization program presented the problem of adequate supervision and selection of suitable material. This matter was studied at some length by the Association which set up a special dormitory committee for this purpose.

²⁰ R. Hennig, "President's Address", ASTA Annual Convention Handbook, 1949, p. 19

The building program entailed in centralization accentuated the difficulties of trustees in obtaining building materials during the war-born shortage.

Interest in the subject of a provincial salary schedule for teachers persisted throughout this decade. A joint ASTA - ATA committee was formed to study this problem. Trustees still felt through this period that they should have the same rights in terminating contracts as those held by the teachers. In 1945 the Convention passed the following resolution,²¹

That the legislature be requested to forthwith amend the School Act by abolishing the continuous contract, and extending to school boards the same annual right to terminate as is accorded to the teacher and that the Board of Reference be abolished.

This is typical of several resolutions throughout the period of the 'forties'.

The pressure for an increase in Provincial grants to education was a result of the rising costs of education. The Judge Report, stating that municipal taxes were near a maximum, added impetus to a movement to secure increased grants. Speaking to the convention of 1946, the ASTA

²¹

Ed. "Resolution Number 7" ASTA Annual Convention Handbook 1946, p. 63

president, Mr. H.E. Spencer, made the following statement,²²

... in January ... a joint committee of the ASTA and the ATA invited representatives from fifteen Provincial-wide organizations to attend a conference in support of larger school grants A brief on the subject of our present educational situation had been prepared and was presented to the conference. This was unanimously accepted in principle. The next day a delegation of twenty-three waited on the Cabinet and requested that fifty percent of the costs of primary and secondary education be met from general Provincial funds.

From this united effort grew the Alberta Educational Council, consisting in 1947 of thirty-one interested organizations. Mr. Spencer reported to the convention in 1947, "that ... the largest increased grant on record was paid this year by the province can be traced to the demand of the public that more recognition be given to education by the Government ..."

Presidents in the 1940's were Mr. A.E. Ottewell of Edmonton, Mr. H. E. Spencer of Edgerton and Mr. R. Hennig of Fort Saskatchewan. Vice-presidents were Mr. R. Hennig, Mr. H.E. Spencer, Mr. L.C. Halmrast of Foremost and Mr. J.M. Griffiths of Foremost. Honorary presidents were The Hon. Mr. Aberhart, Dr. Staples, the Hon. Solon E. Low, the Hon. R.E. Ansley, the Hon. Ivan Casey and Mr. H.E. Spencer.

²² H.E. Spencer, "President's Address" ASTA Annual Convention Handbook, 1946, p. 14

In December 1942, Mr. A. G. Andrews succeeded Mrs. A.H. Rogers as Secretary-Treasurer of the Association and editor of the trustees' magazine. Mr. Andrews, a former M.L.A. and long time trustee, has ably carried on this work.

The Association suffered the loss of two past presidents in the deaths of Mr. King and Mr. Ottewell in this period. The In Memoriam of the 1946 Convention Handbook mentioned the contribution of these two men.²³

... Mr. King was one of the pioneer presidents of the organization being very active during the earlier years, and in large measure responsible for the success the Association received from 1909 to 1937 ... His chief interest was always the education of the rural child, and ... putting technical training within reach of all children so inclined.

... Mr. Ottewell was in large measure responsible for the revival and success of the Canadian School Trustees' Association.

The accomplishments of the ASTA were summarized by long standing members of the executive as follows;

1. The organization, with its annual convention, served as a sounding board for delegates with grievances.
2. The School Act became better known to the trustees through attending conventions.

²³Ed. "In Memoriam" ASTA Annual Convention Handbook 1946, p.4

3. Trouble experienced by trustees in interpreting the School Act resulted in the Government's simplifying and clarifying the Act.
4. The Association acted as a slight brake on hasty Government legislation.
5. The Association was able to secure cheap insurance for school property. Incidentally, the need for accident insurance was stressed.
6. The Association's conventions served to educate trustees in proper and efficient methods of carrying out public business, and made them aware of their administrative rights and privileges as trustees.
7. The conventions helped to make New Canadian trustees familiar with Alberta educational practices and procedures.
8. The Association was careful to maintain unity among Provincial Trustees. City, town, rural, majority and minority trustee groups were all held within the framework of the ASTA with but one voice among them.

Since its inception the Alberta School Trustees' Association grew from a few members to its present status

which includes all trustees; its budget grew from \$2,287. in 1922 to nearly \$28,000. in 1949; the scope of trustee interest widened from a concern with curriculum to problems of Provincial and even National and International concern. Liaison with the Teachers' Association was strengthened through the years. ASTA support of the Alberta Educational Council was evidence that the Trustees' Association had grown with education in Alberta, and possessed the required virility to meet the challenge of a new and unusual educational need.

CHAPTER IV

A SUMMARY OF STATISTICAL DATA

INTRODUCTORY NOTE

In order that the information contained in the returned questionnaires could be summarized, some elementary statistical procedures were applied. This chapter presents a summary of the data thus obtained, with no attempt at explanation. From this unorganized material the succeeding chapters were written. Discussion and interpretation of the raw material presented here is found in the succeeding chapters.

Some broad definitions of the statistical terms used was thought necessary. The mean referred to is the arithmetical mean, or average. As might be expected, the average was used to reveal what was hoped to be a central position in the extremes of the trustee opinion represented.

N is the size of the sample, or, more specifically, the number of trustees replying to any given item.

Sigma represents standard deviation, which gives a measure of central tendency. Mean, or average, gave the mid-point of opinion on any given item, sigma gave the "scatter" of opinion about the mean. A relatively small

sigma indicated a homogeneity of opinion on the part of trustees, while a large sigma indicated the opposite case.

The range is the limits of the variable, thus, in the summary of question 3, the range is said to be from 30 years to 77 years. This means that the youngest trustee completing a questionnaire was 30 years of age, while the oldest was 77 years of age.

The limits put upon the mean and sigma are the limits of probability at the 5% level, as are all other limits unless otherwise specified. Taking the summary of item 22 as an example of this procedure, we find that 15.4% of trustees answered "yes" to the question. To find how reliable this figure was, statistical procedures were applied. These revealed that at the 5% level of probability 8.4% to 22.4% was as close as the figure could be assumed.

SUMMARY OF DATA

TRUSTEES' QUESTIONNAIRE

Geographical Distribution - Trustees from the following Divisions returned questionnaires: Fort Vermillion #52, Fairview #50, High Prairie #48, Peace River #10, Spirit River #47, Grande Prairie #14, Athabaska #42, Westlock #37, Bonneyville #46, Barrhead #58, Smoky Lake #39, St. Paul #45, Edson #12, Lac St. Anne #11, Thorhild #57, Clover Bar #13, Vegreville #19, Wetaskiwin #36, Wainwright #32, Killam #22, Ponoka #34, Provost #33, Rocky Mountain House #15, Stettler #26, Castor #27, Neutral Hills #16, Red Deer #35, Drumheller #30, Red Deer Valley #55, Acadia #8, Calgary #41, Berry Creek #1, Bow Valley #43, E.I.D. #44, Foothills #38, Medicine Hat #4, MacLeod #28, Lethbridge #7, Taber #6, Foremost #3, Pincher Creek #29, St. Mary's River #2.

Forty-two out of fifty-six Divisions canvassed returned questionnaires.

Item Two - Male or female.

2 female, 63 male trustees replied.

Item Three - Age in years.

Mean age is 54.64 years plus or minus 2.66 years.

Sigma is 10.86 years plus or minus 1.86 years.

Sigma of means is 1.35 years.

Item Three - (continued)

Sigma of Sigmas is 0.94 years.

Range is 30 years to 77 years.

N is 63. (2 not scored.)

Item Four - Marital Status.

Married - 62. Single - 1, Widower -1, No answer - 1.

NOTE - Five trustees failed to answer this question.

Four of them had children so it was presumed they were married.

N - 65.

Item Five - Occupation.

Farmers - 49 (71.5%), Business Men - 8 (12.3%),

Professional - 4 (6.1%), Housewife - 2 (3.0%),

Not answered - 2 (6.0%)

N equals 65.

Item Six - How long have you resided in Alberta.

Mean is 38.75 years plus or minus 2 years.

Sigma is 7.29 years plus or minus 1.40 years.

Sigma of means is 1.00.

Sigma of Sigmas is 0.71.

Range is 20 to 60 years.

N is 64.

Item Seven - How long have you served on (a) a Divisional
Boardyrs.
(b) any other school
boardyrs.

Item Seven - (continued)

NOTE: The sum of (a) and (b) make the scores in the raw data.

Mean is 15.86 years plus or minus 2.80 years.

Sigma is 11.10 years plus or minus 1.94 years.

Sigma of means is 1.40.

Sigma of Sigmas is 0.99.

Range is 1 year to 50 years.

N is 64.

Item Eight - Indicate the time you have served in the following positions in the educational field:

- (a) Chairman of a school boardyrs.
- (b) Sec. Treas. to a school boardyrs.
- (c) Teacheryrs.
- (d) Home and School executiveyrs.
- (e) ASTA Executiveyrs.
- (f) Youth Organizations (i.e. scouts).....yrs.

TABLE I

Number of Trustees having
served in Listed Positions

(a)	43	(66.2%)
(b)	28	(43.1%)
(c)	9	(13.9%)
(d)	3	(4.6%)
(e)	7	(10.8%)
(f)	10	(15.4%)

N in each case was 65.

Item Nine - How many children have you?

- (a) Pre-school
- (b) In school
- (c) Completed Grade XII
- (d) Taking further training
- (e) Who have completed advanced
training (specify below)
- (f) Others (explain)

Number of trustees with children was 59 (91%). Total number of children was 249, and average of nearly four per trustee. Thirty-three (51%) of the trustees have children in school. Fourteen (21%) of trustees have children of pre-school age. Thirty-five (54%) of trustees have children pre-school and/or in school. Twenty-four (37%) of trustees have children taking and/or completed advanced training. Families range in size from 0 to 12 children. Distribution of these 249 children is as follows:

TABLE II

Distribution of Trustees'
Children.

- (a) 20 (8.0%)
- (b) 78 (31.3%)
- (c) 43 (17.3%)
- (d) 14 (5.6%)

Item Nine - (continued)

(e) 39 (15.7%)

(f) 48 (19.3%)

Unaccounted for were 7 children (2.8%).

Item Ten - How many hours, on the average, do you spend on school business each month?

(a) at Board meetinghrs.

Mean is 11.31 hours plus or minus 0.62 hours.

Sigma is 2.48 hours plus or minus 0.43 hours.

Sigma of means is 0.31 hours.

Sigma of sigmas is 0.22 hours.

Range is 3 to 24 hours.

N is 64.

(b) Otherhrs.

Mean is 18.2 hours plus or minus 2.30 hours.

Sigma is 9.05 hours plus or minus 1.64 hours.

Sigma of means is 1.15 hours.

Sigma of Sigmas is 0.82 hours.

Range is 1 to 62 hours.

N is 64.

Item Eleven - How many ASTA annual conventions have you attended?

Mean is 4.45 conventions attended plus or minus 0.90.

Sigma is 3.51 conventions attended, plus or minus 0.65.

Sigma of means is 0.46 conventions attended.

Sigma of Sigmas is 0.33 conventions attended.

Range is 0 to 15 conventions attended.

N is 59.

Item Twelve - How many years of formal education have you had in:

- (a) Public schoolyrs.
- (b) High schoolyrs.
- (c) Universityyrs.
- (d) Trade Schoolyrs.
- (e) Teachers trainingyrs.
- (f) Formal Apprenticeshipyrs.
- (g) Other formal training (specify)yrs.

When grouped in years of schooling, the distribution is bi-modal at 8 years and 12 years with the following statistics:

Mean is 10.10 years plus or minus 0.76 years.

Sigma is 3.02 years, plus or minus 0.53 years.

Sigma of Means is 0.39 years.

Sigma of Sigmas is 0.27 years.

Range is 2 to 16 years.

N is 62.

Item Thirteen - Evaluate the following items, by placing a check in the appropriate column, according to the degree to which, in your opinion, they hinder the centralization of schools:

	<u>Greatly</u>	<u>Somewhat</u>	<u>Little</u>
(a) Present curriculum set-up
(b) Teacher shortage
(c) Increased initial capital expense
(d) Added operating expenses
(e) Out of proportion building costs
(f) Shortage of building materials
(g) Public opinion
(h) Transportation problems			
(1) vehicle shortage
(11) condition of roads
(111) lack of suitable drivers
(iv) other transport problems (please specify)
(i) Lack of qualified teachers

TABLE III

Trustees & Centralization

	<u>GREATLY</u>	<u>SOMEWHAT</u>	<u>LITTLE</u>
(a)	1	9	32
(b)	5	6	30
(c)	43	7	7
(d)	20	22	9
(e)	38	11	2
(f)	6	12	26
(g)	20	18	12
(h)			
(1)	8	10	25
(11)	50	10	2
(111)	4	8	27
(iv)	8	7	7
(i)	5	12	27

If the items which were rated 1, 2, 3, 4 are weighted four,

Item Thirteen - (continued)

three, two, one, respectively to give a score for each of the items (a) to (i) inclusive, the following data are obtained:

(NOTE: The items are listed in rank order according to this weighted score.)

TABLE IV

Trustee Rating of Hindrances
to Centralization

	<u>SCORES</u>
Condition of roads (h (11))	164
Increased initial capital expense (c)	135
Out-of-proportion capital expense (e)	95
Public opinion (g)	80
Added Operating expense (d)	51
Miscellaneous Transportation problems (h (iv))	16
Vehicle shortage (h (1))	10
Teacher shortage (b)	9
Shortage of building materials (f)	7
Lack of suitable drivers (h (111))	4
Present curriculum set-up (a)	3
Lack of qualified teachers (i)	3

Number of trustees commenting - 37.

Item Fourteen - "A majority of the teachers begin teaching after one year of training. By placing an X in the appropriate column, give your opinion of the teachers so trained, and in their first year of training, to:" etc.

Item Fourteen - (continued)

	<u>Very Good</u>	<u>Passable</u>	<u>Poor</u>	<u>No Opinion</u>
(a) Understand Children
(b) Get children to do work
(c) Stimulate interest in school
(d) Put across what they teach

Do the beginning teachers, in your opinion, know enough about the courses they teach:

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
(e) In Division One
(f) In Division Two
(g) In Division Three

Have these beginning teachers had sufficient training in:

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
(h) Maintaining discipline
(i) Completing necessary forms
(j) Organizing extra-curricular activities (i.e. sports, drama, music clubs, etc.)
(k) Organizing good timetable

TABLE V

Trustees and Teacher Training

	<u>Very Good</u>	<u>Passable</u>	<u>Poor</u>	<u>No Opinion</u>
(a)	12	34	3	14
(b)	12	36	3	12
(c)	20	26	3	14
(d)	9	30	7	17

Item Fourteen - (continued)

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
(e)	31	15	17
(f)	28	18	17
(g)	22	20	21

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
(h)	23	30	10
(i)	26	22	15
(j)	28	24	11
(k)	21	13	29

N for all items is 63.

In the first group (a) to (d) inclusive, scores of plus one, zero and minus one were given for the ratings Very Good, Passable and Poor, respectively, to yield a composite rating on teacher training in psychology by trustees; the following statistics resulted:

Mean score is 0.75 plus or minus 0.46.

Sigma is 1.57 plus or minus 0.31.

Sigma of Means is 0.23.

Sigma of Sigmas is 0.16.

Possible range is plus 8 to minus 8. Actual range was plus 4 to minus 2.

N = 52.

The items (e), (f), (g) were rated plus one, zero and minus one for the columns headed Yes, No Opinion and No, respectively, to provide a score ranging from a possible

Item Fourteen - (continued)

plus three to minus three. This group concerns trustees' estimate of teachers' academic background. The following are the statistics of the weighted scores thus obtained:

Mean score is plus 0.45 plus or minus 0.70.

Sigma is 2.43 plus or minus 0.50.

Sigma of Means is 0.36.

Sigma of Sigmas is 0.25.

Range is plus 3 to minus 3.

N is 50.

The items (h), (i), (j) and (k) were rated plus one, zero and minus one for the columns headed Yes, No Opinion, and No, respectively, and the following statistics concerning trustees' estimate of teachers' administrative ability emerged:

Mean is minus 0.034 plus or minus 0.66.

Sigma is 2.54 plus or minus 0.47.

Sigma of Means is 0.34.

Sigma of the Sigmas is 0.24.

Range is plus four to minus four.

The distribution is tri-modal at plus 4, 0 and minus 2.

N is 58.

The number of trustees who commented was 29.

Item Fifteen - Do you think the program leading to the Junior Diploma (High School) is,

- (a) Too short? (b) Too long? (c) Just right?
(Please encircle your answer.)

TABLE VI

Trustees and Teacher Training

- (a) 6 (9.2% plus or minus 7.0%)
(b) 8 (12.3% plus or minus 8.0%)
(c) 34 (52.3% plus or minus 12%)
Unscored - 17 (26.2% plus or minus 10%)

N is 65.

Number of trustees who commented was 3.

(no space left in questionnaire for comment)

Item Sixteen - Indicate by a check-mark () what in your opinion, the minimum teacher training should be for:

	<u>Jr.</u> <u>E&I</u>	<u>Sr.</u> <u>E&I</u>	<u>Jr.</u> <u>Diploma</u>	<u>Sr.</u> <u>Diploma</u>	<u>B.</u> <u>Ed.</u>	<u>M.</u> <u>Ed.</u>	<u>B.A.</u> <u>B.Ed.</u>
(a) Teaching, Elementary
(b) Teaching, Intermediate
(c) Teaching, X & XI
(d) Teaching, XII
(e) Principal, Public School
(f) Principal, High School
(g) Vocational Counsellor, HS

Item Sixteen ~ (continued)

TABLE VII

Trustees and Teachers'
Qualifications

	<u>Jr.E&I</u>	<u>Sr.E&I</u>	<u>Jr.Dip.</u>	<u>Sr.Dip.</u>	<u>B.Ed.</u>	<u>BA/B.Ed.</u>	<u>M.Ed.</u>
(a)	14	12	4	7	5	1	0
(b)	4	18	4	12	5	0	0
(c)	0	1	12	15	12	3	1
(d)	0	0	5	12	20	5	1
(e)	1	2	3	10	21	3	2
(f)	0	0	1	3	18	8	13
(g)	0	0	1	3	11	11	9

NOTE: If the vertical columns are considered as periods in teacher training and the items (a) to (g) inclusive are considered to be specific teaching positions, then some statistics on the number of years of training which trustees consider necessary for these teaching positions emerge:

TABLE VIII

Trustees and Length of
Teacher Training

	<u>Mean</u>	<u>5% Limits</u>	<u>Sigma</u>	<u>5% Limits</u>	<u>Range</u>	<u>N</u>
(a)	2.54	0.45	1.49	0.32	1 to 6	43
(b)	2.91	0.37	1.23	0.26	1 to 5	43
(c)	4.16	0.31	1.04	0.22	2 to 7	44
(d)	4.65	0.28	0.91	0.20	3 to 7	43
(e)	4.55	0.35	1.18	0.26	1 to 7	42
(f)	5.68	0.31	1.06	0.22	3 to 7	43
(g)	5.68	0.35	1.04	0.25	3 to 7	35

Item Sixteen - (continued)

5% limits equal $1.96 \times \text{Sigma of means}$ (5% level of probability)

5% limits of sigmas equal $1.96 \times \text{Sigma of Means}$ (5% level)

Number of trustees who commented was 23.

Item Seventeen - In the above questions, please place an "X" to indicate training you consider valuable, but not absolutely necessary.

Insufficient responses to draw accurate conclusions.

Item Eighteen - If you were advising a young teacher in your Division who intended to become the principal of your largest school, what training would you recommend.

(circle choice)

B. Ed. - M. Ed.

B. Ed. - B.A.

or

B. Ed. → B.Sc.

B. Ed. - M. Ed. 14 responses (21.5% plus or minus 10%)

B. Ed. - B.A. 11 responses (16.9% plus or minus 9%)

B. Ed. - B.Sc. 17 responses (26.2% plus or minus 11%)

No opinion 23 responses (35.4% plus or minus 12%)

N is 65.

Number of trustees who commented was 12.

Item Nineteen - I. In your opinion, is the Junior Elementary and Intermediate Certificate sufficient training for teaching in:

- | | | |
|---|-----|----|
| (a) a rural school, 25-30 pupils. | yes | no |
| (b) a single room 2 or 3 grades
in a graded school. | yes | no |
| (c) a room of 1 grade in a
graded school | yes | no |

II. In the blank before each item, please rate the jobs as to their relative difficulty by placing an "1" in front of the most difficult, a "2" in front of the next most difficult, and a "3" in front of the least difficult of these jobs.

TABLE IX
Distribution of Answers
to Item 19, I

	<u>Yes</u>	<u>No</u>	<u>Unscored</u>
(a)	29	24	12
(b)	34	16	15
(c)	39	11	15

N is 65.

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Item Nineteen - (continued)

TABLE X

Distribution of Answers
to Item 19, II

<u>Order of Difficulty</u>	<u>No. Rating In This Order</u>
a, b, c	45
a, c, b	5
b, a, c	3

Not scored - 12.

N is 65.

The above items (a), (b), and (c) were rated plus 1, 0 and minus 1, respectively, for the columns Yes, Unscored and No, and a statistical summary was made.

Possible range = plus 3 to minus 3.

The distribution was:

<u>Plus 3</u>	<u>Plus 2</u>	<u>Plus 1</u>	<u>Zero</u>	<u>Minus 1</u>	<u>Minus 2</u>	<u>Minus 3</u>
26	1	11	0	7	0	9

Mean is 1.07 plus or minus 0.57.

Sigma is 2.18 plus or minus 0.41.

Sigma of Means is 0.29.

Sigma of Sigmas is 0.21.

NOTE: Eleven questionnaires rated 0 through not scoring. These were not included in the above figures.

Number of trustees who commented was 25.

Item Twenty - Bearing in mind the present system of financing education, do you think the children of your Division should have a composite high-school to attend.

(circle choice)

- (a) In near future.
- (b) Eventually.
- (c) Not at all.

- (a) 25 (38.5% plus or minus 12%)
- (b) 22 (23.9% plus or minus 11%)
- (c) 10 (15.4% plus or minus 7%)

Unscored - 8 (12.3% plus or minus 7%)

Number of trustees who commented was 38.

Item Twenty-one - Put an "X" in front of the following items which, in your opinion, are important factors in teacher shortage:

- (a) Prospective teachers fear Board dictation.
- (b) Isolation of rural schools.
- (c) Type of work.
- (d) Salaries paid.
- (e) Out-of-school work expected of teachers.
- (f) Social standing of teacher in community.
- (g) Restrictions on teacher's social conduct.
- (h) Teachers over-rate quality of work done in relation to salary.
- (i) Housing accomodation for teachers.
- (j) Pensions for teachers.
- (k) Teachers dissatisfied with salary despite short working year.
- (l) Number of female teachers lost to profession through marriage.

Item Twenty-one - (continued)

- (m) Use of profession as "stepping stone " to other professions.
- (n) Teachers expect too much money for the length of the training period they undergo.
- (o) Profession not properly advertised to prospective teachers.

TABLE XI

Trustees and Teacher
Shortage

	<u>No. Rating as</u> <u>Significant</u>	<u>Percent</u>
(a)	0	0.0
(b)	55	91.7
(c)	7	11.7
(d)	15	25.0
(e)	3	5.0
(f)	5	8.5
(g)	12	20.0
(h)	25	41.7
(i)	40	66.7
(j)	7	11.7
(k)	14	23.4
(l)	47	78.3
(m)	33	55.0
(n)	22	36.7
(o)	31	51.7

N is 60.

Commented on by 39 trustees.

Item Twenty-two → Considering teachers' incentives to improve their qualifications, do you think that a teacher of 45 years of age, who returned to University for an additional year's training is entitled to an higher increment for that year of training than a teacher of 25 who does the same thing. ✓

(circle choice) Yes No

Yes → 10 responses (15.4% plus or minus 7%) ✓

No → 52 responses (80% plus or minus 10%) ✓

3 not scored.

Number of trustees who commented was 27.

Item Twenty-three → In your opinion, it is necessary for each school to have a flag and flag pole.

(circle choice) Yes No

Yes → 42 (64.6%)

No → 19 (29.2%)

Unscored - 4 (6.2%)

Number of trustees who commented was 42.

Item Twenty-four → Considering teachers' incentives to improve their qualifications, circle the figure which you consider the sufficient increment for a young teacher (under 30) who has taken an additional year of University training.

\$150. \$200. \$300. \$350. \$400. \$450. \$500.

Item Twenty-four ~ (continued)

The frequency distribution follows:

TABLE XII

Trustees and Teachers'
Qualifications

<u>\$100.</u>	<u>\$150.</u>	<u>\$200.</u>	<u>\$300.</u>	<u>\$350.</u>	<u>\$400.</u>	<u>\$450.</u>	<u>\$500.</u>
2	9	19	17	0	2	1	2
3.1%	13.8%	29.2%	26.2%	0%	3.1%	1.5%	3.1%

NOTE: Thirteen questionnaires were not scored.

Mean increment is \$244.30 plus or minus \$25.60.

Sigma is \$92.00 plus or minus \$20.

Sigma of Means is \$12.80.

Sigma of Sigmas is \$9.00.

Number of Trustees who commented was 22.

Item Twenty-five ~ Do you consider that it is the Board's moral obligation to arrange for adequate housing for their teaching staff.

(please circle answer) Yes No

TABLE XIII

Trustees and Teachers' Housing.

	<u>Yes</u>	<u>(Qualified)</u>	<u>No</u>	<u>(Unanswered)</u>
Numbers	35	7	22	1
Percentages	53.9%	10.8%	33.9%	1.5%
Plus or Minus	12.2%	7.7%	10.5%	3.5%

The number who commented was 48.

Item Twenty-six → Evaluate the training for a post-school vocation that the children of your Division may get in your schools, considering the following vocations. (Use a check mark to indicate your choice.)

	<u>Column A</u>	<u>Column B</u>	<u>Column C</u>
(a) Agriculture
(b) Commerce & Business
(c) Technical Trade
(d) Further Academic Training

NOTE FOR SCORING: Column A represents good training for the vocations listed, bearing in mind that our high schools are not, in their primary sense, vocational schools; Column B represents only fair opportunity to learn these vocations at this level; Column C represents poor opportunity at this level.

TABLE XIV

Trustees' Opinion of
Courses Offered

	<u>A</u>	<u>B</u>	<u>C</u>	<u>Unanswered</u>
(a)	14 (21.6%)	12 (18.5%)	28 (43.1%)	11 (16.9%)
(b)	14 (21.6%)	23 (35.4%)	15 (23.1%)	13 (20.0%)
(c)	11 (16.9%)	18 (27.7%)	24 (26.9%)	12 (18.5%)
(d)	28 (43.1%)	9 (13.8%)	11 (16.9%)	17 (26.2%)

N is 65.

Number of comments was 21.

Item Twenty-seven - For the purpose of getting a province-wide survey of trustee opinion, please fill in below the figures, which to you seem a fair percentage of cost of Home Economics and Industrial Arts to be borne by the Provincial Government:

.....% of the cost of Home Economics and Industrial Arts should be borne by the Provincial Government.

Frequency distribution of percentages chosen, with the percentages of trustees selecting each percentage:

TABLE XV

Trustees and Cost of Home Economics Training

	<u>0%</u>	<u>25%</u>	<u>40%</u>	<u>50%</u>	<u>60%</u>	<u>66.7%</u>	<u>70%</u>	<u>75%</u>	<u>80%</u>	<u>90%</u>	<u>100%</u>
Freq.	1	1	1	24	3	1	2	15	3	0	1
% ages	1.5	1.5	1.5	36.9	4.1	1.5	3.1	23.1	4.1	0	1.5

Unanswered 13 (20%).

Mean percentage is 59.8%.

N is 65.

Number who commented was 20.

Item Twenty-eight - The accompanying diagram shows the floor plan of a primary room of a certain Alberta school. Would you criticize this set-up from an administrative standpoint?

In your opinion:(please put a check mark in blank following each):

	<u>YES</u>	<u>NO</u>	<u>NO OPINION</u>
(a) Is there enough floor space for customary school activity
(b) Is there sufficient window space
(c) Is the school safe
(d) Is the heating satisfactory
(e) Is there sufficient air space

TABLE XVI

Trustees and Administration

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>	<u>% Yes</u>	<u>% No</u>	<u>% No Opinion</u>
(a)	21	25	19	32.0	38.5	29.2
(b)	28	23	14	43.0	35.3	21.6
(c)	10	35	20	15.4	54.0	32.0
(d)	15	33	17	23.1	51.0	26.0
(e)	18	14	33	30.7	21.6	48.5

At the 5% level 12% is the maximum tolerance on the percentage figures.

N is 65.

Number of comments was 42.

Item Twenty-Nine- In order that some consensus may be secured about the aims of secondary education in Alberta, it is desired that you examine the sixteen formulations below. Your decision about them may be recorded this way:

- (a) Decide which should be primary, secondary and minor by placing an "X" opposite each aim under the appropriate heading (Columns 2, 3, and 4.)
- (b) Consider only those you have recorded and rank them in order of importance by placing a "1" in Column 1 to indicate the most important, "2" for the next in order, etc. Disregard all except the primary aims.

Various Aims of Education (Not in any order of precedence)	Col. 1 Order of Importance Prim. Aims	Col. 2 Primary Aim	Col. 3 Second. Aim	Col. 4 Minor Aim
<hr/>				

- A. Cultivation of a High Standard of Academic Work. Necessarily restricted in range. High examination results.
- B. Cultivation of a wide, if rather superficial range of subjects academically. Examination results unimportant.
- C. Academic training by means of "civics", "economics", etc. for "citizenship".

Item Twenty-nine - (continued)

	<u>Col. 1</u> <u>Order</u>	<u>Col. 2</u> <u>Primary</u>	<u>Col. 3</u> <u>Secondary</u>	<u>Col. 4</u> <u>Minor</u>
D. <u>Training</u> (including a fair amount of time and labor) to <u>Produce Sound Character</u> , i.e. Reliability, Honesty, Punctuality, Unselfishness, etc.				
E. <u>Good Craftmanship</u> - Method, Neatness, Good Handwriting and Spelling. Polished work and high standard of "finish" in everything.				
F. Sociability, Societies and Clubs. Teaching of good manners and good speech, Perhaps some form of self-speech. Perhaps some form of self-government.				
G. Wide interest in everyday life and culture by means of many clubs, films, exhibitions, hobbies, reading, etc.				
H. Vocational training, special courses for careers, typing, shorthand, engineering, etc.				
I. Physical fitness and sportmanship. Sports, gymnastics, school and inter-school games. Idea of a <u>Sportsman and a Gentleman</u> .				
J. Sense of Community Service by means of practical lessons, "Social Squad" work, "Lads" Club.				

Item Twenty-nine - (continued)

<u>Col. 1</u>	<u>Col. 2</u>	<u>Col. 3</u>	<u>Col. 4</u>
<u>Order</u>	<u>Primary</u>	<u>Secondary</u>	<u>Minor</u>

- K. Sense of World Brotherhood.
Visits to foreign lands,
courses in several foreign
lands, World History, etc.
- L. To develop a keen sense of
religion and spiritual val-
ues by close study of the
Bible and the lives of
great men and women.
- M. To become one's own teacher.
To be ready and keen to
continue learning when
school days are over.
Learning how to think.
- N. Manual dexterity. Wood
and metal work, Arts, Crafts,
Practical Science, Gardening,
etc.
- O. Initiatives and self-confidence.
By giving wide and important
responsibilities in school
life.
- P. Emphasis on the present rather
than on the past. Keeping in
mind that the past bears on
the present, and schools may
be the only place where the
majority will be made aware
of the heritage of the past.

Signature

TABLE XVII

Trustees and the Aims of
Secondary Education

	<u>Primary</u> <u>Aims</u>	<u>%</u>	<u>Secondary</u> <u>Aims</u>	<u>%</u>	<u>Minor</u> <u>Aims</u>	<u>%</u>	<u>Unscored</u>	<u>%</u>
A	20	43	12	26	5	11	10	21
B	8	17	9	19	1.5	32	15	32
C	21	45	11	23	3	6	12	26
D	41	88	3	6	1	2	2	4
E	30	64	5	11	3	6	9	19
F	21	45	13	28	1	2	12	26
G	10	21	15	32	6	13	16	34
H	21	45	12	26	4	9	10	21
I	19	41	13	28	2	4	13	28
J	12	26	12	25	7	17	15	32
K	10	21	11	23	9	19	17	36
L	15	32	5	11	12	26	15	32
M	36	77	2	4	0	0	9	19
N	10	21	16	34	7	15	14	29
O	26	55	7	15	1	2	13	28
P	11	23	7	15	8	17	21	45

The above is a compilation of data from the questionnaires which could be interpreted; some questionnaires were obviously mis-read and the meaning could not be gathered. We were able to use 47 out of the 65 questionnaires.

There were 9 questionnaires on which comments appeared. Column 1 is summarized beginning page 120.

SUPERINTENDENTS' QUESTIONNAIRE

Item One - In the post-war period, approximately what percentage of the administrative positions in your Division have been filled from:

- (a) your established teaching staff%
- (b) by appointment of newcomers%

Mean of percentage of positions filled from established teaching staff was 42.9%.

Range was 0 to 100.

N is 17 representing 18 Divisions.

Item Two: - About what percentage of your staff live in:

- (a) Divisional owned houses%
- (b) Houses arranged for by Division%
- (c) Houses arranged for by teachers themselves%

(a) Mean was 40.6%. Range was 5% to 85%.

(b) Mean was 6.0%. Range was 0% to 58%.

(c) Mean was 50.0%. Range was from 10% to 90%.

Unaccounted for was 3.4%.

N is 17.

Item Three - This question identical with Item 13,
Trustees' Questionnaire.

TABLE XVIII

Superintendents
and
Centralization

	<u>Greatly</u>	<u>Somewhat</u>	<u>Little</u>	<u>Unscored</u>	<u>Rating Score</u>
(a)	0	4	10	3	0
(b)	0	2	12	3	2
(c)	11	5	0	1	40
(d)	2	9	3	3	7
(e)	14	3	0	0	28
(f)	0	10	4	3	1
(g)	3	8	4	2	26
(h)					
(1)	1	6	8	2	0
(11)	16	1	0	0	49
(111)	0	7	8	2	0
(1v)	2	3	1	11	3
(i)	1	3	10	3	3

NOTE ON RATING SCORE - The weights, four, three, two, one were given the ranking scores 1, 2, 3, 4, respectively. The weights were multiplied by the pertinent frequency and the resulting products for each item summed up to give the rating scores. The following are the items ranked according to score:

Item Three - (continued)

TABLE XIX

Superintendents' Rating of
Hindrances to Centralization

<u>ITEM</u>	<u>SCORE</u>
Condition of Roads (h (11))	49
Increased initial capital expense (c)	40
Out-of-proposition building costs (e)	28
Public opinion (g)	26
Added operating expenses (d)	7
Lack of qualified teachers (i)	3
Teacher shortage (b)	2
Shortage of building material (f)	1

The remaining four items have a ranking score of 0.

Item Four - This question identical with Item 16,

Trustees' Questionnaire.

Frequency Distribution:

TABLE XX

Superintendent and
Teacher Training

	<u>Jr. E&I</u>	<u>Sr. E&I</u>	<u>Jr.Dip.</u>	<u>Sr.Dip.</u>	<u>B.Ed.</u>	<u>BA/B.Ed.</u>	<u>M.Ed.</u>
(a)	5	9	0	0	1	0	0
(b)	3	4	7	0	1	0	0

Item Four - (continued)

	<u>Jr. E&I</u>	<u>Sr. E&I</u>	<u>Jr.Dip.</u>	<u>Sr.Dip.</u>	<u>B.Ed.</u>	<u>BA/B.Ed.</u>	<u>M.Ed.</u>
(c)	0	0	6	7	2	0	0
(d)	0	0	0	5	10	0	0
(e)	0	3	0	1	11	0	0
(f)	0	0	0	2	8	2	3
(g)	0	0	0	1	3	6	8

TABLE XXI

Superintendent and
Teacher Training

	<u>Mean</u>	<u>5% Limits</u>	<u>Sigma</u>	<u>5% Limits</u>	<u>Range</u>	<u>N</u>
(a)	1.87	0.51	0.96	0.35	1 to 5	15
(b)	2.47	0.53	1.02	0.37	1 to 5	15
(c)	3.73	0.36	0.68	0.25	3 to 5	15
(d)	4.67	0.25	0.47	0.17	4 to 5	15
(e)	4.33	0.63	1.19	0.45	2 to 5	15
(f)	5.40	0.50	0.96	0.35	4 to 7	15
(g)	6.23	0.59	1.10	0.43	4 to 7	15

The summary for question four was made in the same way as was the summary for item sixteen in the Trustees' Questionnaire.

Item Five = This question identical with Item 21 of Trustees' Questionnaire.

Item Five - (continued)

TABLE XXII
Superintendent and
Teacher Shortage

	<u>No. Rating as</u> <u>Significant</u>	<u>Percent</u>
(a)	0	0
(b)	16	100
(c)	5	31
(d)	7	44
(e)	4	25
(f)	7	44
(g)	4	25
(h)	4	25
(i)	10	63
(j)	2	13
(k)	4	25
(l)	13	81
(m)	7	44
(n)	3	19
(o)	11	69

TEACHERS' QUESTIONNAIRE

Frequency Distribution:

QUESTIONNAIRE TO TEACHERS

Name Division No.

NOTE: PLEASE DRAW A CIRCLE ABOUT THE RESPONSES YOU CHOOSE.

1. (a) In your division, are school busses used for extra-curricular activities:
(1) Regularly (11) Sometimes (111) Not at all
- (b) If busses are used as in (a), who pays for the charges:
(1) the Board (11) Board pays part only (111) User pays
- (c) When new sports equipment is needed who pays for it:
(1) the Board (11) partly by Board (111) Others
- (d) Is a movie projector available:
(1) in most of your schools (11) in larger centres only
(111) not at all
- (e) When a movie projector is purchased, what percentage of the cost is borne by the Board:
.....%
- (f) If you hold a track meet, are the expenses borne by the Board:
(1) completely (11) partially (111) not at all
- (g) Is such a track meet held on a school day:
(1) yes (11) no

TEACHERS' QUESTIONNAIRE - (continued)

(h) If you hold a musical festival, are the expenses borne by the Board:

(1) completely (11) partially (111) not at all

(i) Are school buildings used for community activities such as drama clubs, discussions, dances, etc.:

(1) freely (11) sometimes (111) not at all

2. Are teachers consulted in decisions regarding rates of rent and other matters concerning teacherages:

(1) yes (11) no (111) sometimes

3. Are teachers present at Board meetings which are concerned with the placement of teachers:

(1) regularly (11) sometimes (111) not at all

TABLE XXIII

Summary of Teachers'
Questionnaire

1.	a.	(1)	2 (4%)
		(11)	37 (75%)
		(111)	10 (10%)
		Unanswered	0
	b.	(1)	9 (18%)
		(11)	6 (20%)
		(111)	26 (53%)
		Unanswered	0
	c.	(1)	25 (51%)
		(11)	19 (38%)
		(111)	3 (6%)
		Unanswered	8 (16%)
	d.	(1)	17 (35%)
		(11)	30 (61%)
		(111)	2 (4%)
		Unscored	0
	e.	Median percentage payment was 45%.	
		N was 32.	
	f.	(1)	15 (30%)
		(11)	24 (48%)
		(111)	9 (18%)
		Unanswered	1 (2%)
	g.	(1)	48 (97%)
		(11)	0
		(111)	
		Unscored	1 (2%)
	h.	(1)	10 (20%)
		(11)	16 (32%)
		(111)	9 (18%)
		Unanswered	14 (28%)
	i.	(1)	17 (34%)
		(11)	31 (62%)
		(111)	1 (2%)
		Unanswered	0

TABLE XXIII - (continued)

Summary of Teachers'
Questionnaire

2.	(1)	10 (20%)
	(11)	29 (59%)
	(111)	5 (10%)
	Unanswered	5 (10%)
3.	(1)	1 (2%)
	(11)	6 (12%)
	(111)	35 (71%)
	Unanswered	7 (15%)

CHAPTER V

TRUSTEES AND SOME COMMON ADMINISTRATIVE PROBLEMS

It was deemed within the scope of this study to attempt to get data on trustees as administrators in the fields of: The School Act, the Grants System, teachers' housing problems, school plants and the expenditures of public money for teachers' services. Items 19, 22, 23, 24, 25, 27 and 28 on the questionnaire were designed for this purpose.

Item 19 asked trustees to rate the relative difficulty of three teaching positions, namely, teaching in a rural school, teaching in a single room with two or three grades, and teaching in a single room with a single grade. Forty-five out of fifty-three trustees ranked them in the order they were given, which is in agreement with teachers' opinions (the rural school job being the most difficult). This would indicate that trustees were familiar with school room problems. Some trustees indicated further their appreciation of the relative difficulties involved in the comments they made. For example,

"I feel that first year teachers should have the junior rooms in a graded school with a principal and others to help."

"The most difficult job usually comes to the less able (inexperienced) teacher."

Item 22 asked trustees whether, considering teacher incentives to improve their qualifications, an older teacher should get more for an additional year of training than a younger teacher. The point of the question was - could the trustees put themselves in the teachers' place, and if so, would they recognize that the older teacher had a shorter time to realize a fair return on his investment than had a younger teacher?

The answer was an overwhelming NO . Eighty percent said no, 15% said yes, and 5% did not answer. There were 20 trustees who commented on this item; none of these indicated that he had viewed the matter from an actuarial basis; a number were somewhat severe with the hypothetical teacher for not having taken the training earlier. For example, one trustee said, "No, he has not so many years of usefulness to his employers ahead of him." On the other hand, some trustees took a favorable attitude toward the proposition. One "Yes" response said, "When a teacher forty-five years of age returns to University it definitely shows that he is very much interested in improving his teaching methods ..."

The point was also suggested that the older teacher would be more sincere, and with his background

of experience, he would learn more from an additional year of training than would an inexperienced teacher. These comments are typical of the "yes" responses, which were largely based on a generous attitude to the problems of an older teacher. The "no" comments were partly indifferent, with the attitude "what has age to do with it?"; and partly biased against older teachers. In one of the more extremely biased comments, older teachers were referred to as "just a bunch of old goats". The number of violently biased comments was small.

Item 23 asked trustees if a flag and a flag pole were necessary for each school. The School Act (126 n) lists provision of flag and flag pole to be a duty of Boards. The question was designed to assess trustee familiarity with the School Act, and to get an expression of opinion on patriotic exercises in general.

Sixty-five percent of the trustees said "yes", 29% said "no". Six percent failed to score this question. Forty-two out of the sixty-five questionnaires carried comments on this item. In these comments there was no indication that anyone was conscious of this regulation in the School Act. The 29% of "no" answers is not to be interpreted as indicating that this number of trustees

were anti-patriotic. This group, where comment reveals their reasons, said "no" for one of 3 reasons; (a) that installation and maintenance were too bothersome, (b) that the display of the flag did not teach the real essentials of patriotism, and (c) that though a flag was desirable, it was not a necessity.

Item 24 asked trustees for their estimate of a fair increment for a teacher for a year's training. This was designed to see if trustees had evolved a reasonable basis for estimating the expenditure of public money on teachers' salaries.

The mean of the figures quoted was \$244.33. The figures ranged from \$100. to \$500. The sigma was \$92.00. If the hypothetical teacher was getting say, \$1800. and had five years to go to the maximum salary, his investment would be one year's salary lost, totalling \$1800. Present worth of five increments at, say \$100., totalling \$460. at 5%, tuition and other expenses peculiar to university training totalling \$200., making a grand total of \$2460. in all. It would take him fifteen years to realize 5% on his investment at an increment of \$245, the mean increment suggested by trustees. It has been assumed that teachers should receive a rate of returns which is common in investments in real estate. The teacher's investment is not liquid, a further disadvantage over investment in real

estate. On the other hand, the additional year of training places the teacher in a better bargaining position for procuring a teaching position, increases the likelihood of getting a better-paying administrative post, and involves a good deal of personal satisfaction to the teacher. Nevertheless, at the mean figure quoted by trustees, the investment, on an actuarial basis, seemed a poor one for a teacher. The higher the salary that the teacher foregoes, the poorer the investment becomes. The general conclusion from this item in the questionnaire seemed to be that trustees had not viewed the matter of teachers' increments from a strict investment viewpoint.

Item 25 asked trustees if they thought that provision of teacher housing was a moral obligation on the Board. Fifty-four percent said "yes", 11% gave a qualified "yes", 34% said "no", and 1% of the questionnaires were unscored. The majority thought that teacher housing was a Board responsibility. Of the affirmatives, some thought it to be not a moral but a practical obligation - something that must be done to get teachers for the staff. Of those who expressed a qualified opinion, some thought that housing should be supplied for rural teachers only, while others thought that the Board should be concerned only over low-paid teachers. The negative comments were

of the general opinion that "teachers should stand on their own feet", or, "why should Boards worry about housing when no other employer does?". The item was designed to survey trustee opinion on this vexing problem, and perhaps to reveal trustee attitude toward their employees' problems. It seemed fairly successful in attaining both these objectives. Forty-eight trustees commented on this question, the highest number of comments on any item in the questionnaire.

In Item 27 trustees were asked to indicate what share of the costs of Home Economics and Industrial Arts they considered should be borne by the Government. The question was framed with the object of getting a province-wide opinion on this matter and of revealing the extent of the trustees' knowledge of the financial assistance the Provincial Government was actually giving. The range was from 0 to 100%. Fewer than 10% of the trustees quoted a figure significantly below that figure actually in effect. The mean of the percentages quoted was 60%. One trustee indicated, through his comments, that he was familiar with what is actually being done. Typical of the average or higher-than-average group were these comments:

...there remains the cost of building and it would seem to me that the province should carry 25 or 30% of this capital outlay.

Divisions which are trying to centralize are hard-pressed financially on building and transportation funds. Therefore, have little funds left for ... (Household Economics or Industrial Arts).

Generally speaking, trustees indicated that they felt that the Provincial Government should contribute more to Industrial Arts, and Home Economics training.

Item 28. Trustees were requested to pass an opinion on a one-room school. A floor plan and other data were given and trustees were asked if the plan was adequate in floor space, window space, safety, heating and air space. Inadvertently, the ceiling height was omitted and trustees were quick to point this out. The omission of this information invalidated that part of the question. The purpose of the question was to determine whether trustees were conversant with school building standards. In the matter of floor space, 32% said "yes", 39% said "no" and 29% expressed "no opinion". According to accepted building standards the floor space is adequate. The high percentage of "no opinion" is worthy of note. Forty-three percent rated the building as having adequate window space, 35% said it was inadequate and 22% had no opinion on the matter. Building standards indicate that the window space is adequate.

In the matter of safety, the school was satisfactory to 15% of the trustees, and 32% had no opinion. The plan was of a school-room actually in operation as part of a centralized plant in Alberta. Shortly after the questionnaire was sent out, this room was visited by a Provincial Government Fire Inspector who indicated that no changes were needed. The principal of this centralized school had considered the room to be unsafe and had requested the inspection. Fifty-four percent of the trustees agreed with the principal.

In the matter of heating, 23% said it was satisfactory, 51% said it was not so, and 26% had no opinion. The principal of this school reported that, with the heater in the basement keeping the floor warm, the building was comfortable at all times. It should be noted that no specifications as to the condition of the building, amount of insulation carried out, and other heat control procedures, were given and that this lack of information did not call forth any trustee comment.

Some general conclusions may be drawn from the analysis of the six questions grouped under the heading of "Trustees and Some Administrative Problems." Trustees did not appear to be actuarially minded in the matter of teachers' increments, at least, as far as this study is

concerned. Trustees did not appear to be School-Act conscious, judging by the item regarding the necessity of a flag and flag pole for each school. An interesting sidelight of this question was the evident concern of trustees (as shown by the great number of comments) in this matter of patriotism and loyalty to one's country. The majority of trustees thought that the School Board should provide housing for teachers, but it should be noted that the large part of the minority who were of the opposite opinion showed strong anti-teacher bias in supporting their opinion. In the matter of Government grants in aid of technical electives, the majority of trustees were of the opinion that the amount of money the Government is contributing at present is its fair share of the cost, although only one trustee indicated that he knew the percentage the Government was contributing. The salient fact emerging from the question concerning building standards for schools seemed to be that a rather high percentage of trustees were not acquainted with some of the more elementary and commonly used standards.

One practical consideration should be kept in mind in dealing with trustees in relation to administrative problems. The time that trustees give to board meetings is contributed time = time away from their vocation. It is not to be expected that trustees will be particularly

concerned with the minute points of the School Act, the School Grants Act, and the minutiae of administration in general. This is left to the professionally trained Superintendent and to the Board's secretary. This study attempts to report facts, it does not set standards for trustees.

SOME ELEMENTS OF TRUSTEE PHILOSOPHY IN THE ADMINISTRATION FIELD

Trustees and Patriotism

Trustees' philosophy on patriotism was an unexpected windfall. Item 23, which concerned the flag and flag pole, was so thoroughly commented upon that the trustee attitude toward patriotism was clearly evident. As an indicator of trustee opinion, the bare statistics are misleading. There was no case of comment adverse to patriotic exercise and patriotic teaching. In those questionnaires where a negative answer was accompanied by a comment, the comment invariably was to the effect that although patriotic exercises were desirable, they were not a necessity. There was no evidence that any trustee answering thought we should not display our flag on some occasions.

To Alberta trustees, Canada is a land of many and diverse peoples. These peoples must be knit together so that Canadian citizens may be real citizens of a growing

country with a worth-while heritage: "This is a land of many nationalities and we should convey to newcomers that we are proud of our country even though we do not say much".¹ Our flag is a symbol of the equality that exists in Canada for every Canadian irrespective of race or creed; "With so many racial stocks in our population it is necessary to have a symbol which stands for equality of all people under it". They felt that this flag and what it symbolizes should become a binding force to tie our peoples into a nation. This is shown by the comments, "Foreign elements should be taught to respect the flag", and

"In a country such as ours, with many people from foreign lands and many viewpoints, little or no knowledge of Canadian laws and customs, it is necessary to have something that will bind them together and help them to become real citizens."

Trustees seemed to be of the opinion that Canada should be a nation and that its people should become citizens in every sense of the word. Trustees would direct the youth toward a growing pride in their country and an expanded sense of their responsibility as Canadian citizens.

1

Unless otherwise specified, all references and quotations are from Appendix II

It is to be observed also that the horizons of some extended beyond the limits of nationalism. The following are the pertinent comments,

"In my opinion it is as important to see that patriotism or national consciousness is not overdone as it is to teach it in the first place ..."

"Please remember that intense nationalism is akin to feudalism and the mother of some six thousand years of intermittent warfare."

Also,²

"Just as the citizen in the local community must forego the ancient right of private vengeance ... so the nations of the world must yield some of their prerogatives so that their best interests may be protected."

Trustees appeared to think that the building of a Canadian nation and the fostering of a Canadian citizenship was a nearer goal, and one more important, than the goal of world citizenship. This was shown by their rating, in Item 29, of the ideal of world citizenship as unimportant among the aims of secondary education in Alberta. The prevalent opinion seemed to be that if Canada was to become an individual nation of consequence in the congress of nations, she must first become an individual nation of consequence. It seems within the realm of possibility that these two ideas (the building

² A.E. Ottewell, President's Address 1941.

of a Canadian citizenship, and the development of world citizens) do represent two distinct stages in trustee thinking in this area.

Inherent in trustee philosophy is the belief that efficiency in education is a function of the plant at which children are to be trained. There was much concern over the buildings and the organization of the educational program. Dormitories were built and studied and modified. Trustees appeared to be aware of the principles of heating and interior decoration. Lighting and types of exposure were considered and evaluated. Through all this, education is improved - such seems to be trustee opinion.

To some trustees, teachers seemed to be a commodity. To others they were people. Just as the most expensive furnace was not necessarily the best for a given job, so the teacher with prolonged training (which makes him, under present salary schedules, also the more expensive) was not necessarily the better teacher for a given position. Stoves could give too much heat and teachers could have too much training.³

³ Teacher training is dealt with in another chapter.

The feeling that "teachers are a commodity," seemed to be in evidence in the fact that some trustees felt that teacher housing should be supplied not as a moral obligation on Boards, but for the very practical reason that housing attracts teachers. Further evidence to this point could be in trustees' belief that there was a limit to the amount of training desirable for teaching. Part of the pro-centralization attitude arose from this notion that there was a direct relationship between material quality of plant, and excellence of education. Some trustee literature contained comment to the effect that when small rural schools could be grouped into larger units, education would be better served. There was indication that this bettering of education might be a result of the concomitants of centralization, such as the possibility of hiring more expert teachers for a larger centre, as distinct from the other facts of centralization. But, there was evidence that trustees held a belief that the better plant was in itself a gain. Speaking of the Red Deer Composite School, one trustee said, "I consider this set-up a big step forward in education ...," (*italics added*). "It seems to me," another trustee commented, "that the cost of centralization is higher than some smaller schools could

operate with, but on the other hand the same advantages cannot be supplied." (italics added).

Trustees were aware that they are spending public money. The ASTA literature studied was replete with statements to this effect. This awareness may be due to two things : 1. Trustees were under immediate local pressure from taxpayers to keep the mill rate down. 2. Trustees had an attitude of civic responsibility. Whether one or both of these causes was the effective one was not immediately apparent. Perhaps this was unimportant. At any rate, the facts are consistent with either one or the other of these postulated causes. Trustee concern with larger grants from the provincial Government, and their oft-repeated plea that the property tax had reached a limit, are explicable on either basis.

The principle of equality of opportunity in education seemed basic to their administrative philosophy. This principle is idealistic, but was explicit in both the questionnaire data and ASTA records. That this ideal has been changed in practice to 'the best over-all educational service that can be provided for the money', was evidence that the ideal was being worked

at, rather than that it was being allowed to stagnate. The conflict between the ideal and actual practice was expressed by one trustee when he commented, "Under the present road conditions, we cannot pick up ...(in vans) ... all children at their door, and some people seem to think that we should pick them all up at their door or none."

Between the ideal and practice lies a conflict; a conflict between the notion that the components of education are all as purchasable as are the particulars of a wardrobe, and the repudiation of this notion. This conflict explains the contradictory attitudes exhibited by trustees in administration. The tendency to treat teachers as a commodity, the "practical" component of the attitude toward centralization, and the concern over increased revenue, could all be evidence that a concern with "dollars and cents" was accepted as of major importance by some of the trustees. The dual attitude toward the teacher, the reluctance of parents to surrender their children to the system,⁴ attest the fact that a philosophy of education dominated by financial considerations was neither unanimously nor overwhelmingly accepted.

4

"Parents also protest when high school students are removed from their farm responsibilities. Many feel that ... the practical training given at home ... together with the family group is more important ..."

CHAPTER VI

TRUSTEE-TEACHER RELATIONSHIPS

Another phase of this study concerned the relationships existing between trustees and teachers. In an attempt to bring out the pertinent facts the following items were employed: Items 21 (H, K and N) 22, 24 and 25 of the trustees' questionnaire; and Item 2 of the superintendents' questionnaire.

Items 21 (H, K and N) listed three supposed factors in the teacher shortage. Trustees choosing these three factors as relevant to the teacher shortage could fairly be considered to be expressing some anti-teacher bias. These items were:

- (h) Teachers over-rate quality of work done in relation to salary.
- (k) Teachers dissatisfied with salary despite short working hours.
- (n) Teachers expect too much money for the length of the training period they undergo.

Significant bias was shown. Sub-section (h) was scored by 42% of the trustees as a factor in the teacher shortage, while sub-section (k) was scored by

23% of trustees. Item (n) was scored by 37% of trustees. There was a tendency noted for trustees, if they scored one of these items, to score more than one, indicating that these items might all measure the same thing.

Twenty-eight of the questionnaires scored none of these sub-sections, 16 had one scored, and 21 had more than one of these sub-sections scored. ✓

It was assumed that if a trustee scored one or more of these items, he was expressing bias. On the other hand, it was possible that trustees might have read the separate sub-sections out of context with the general theme of Item 21.

One trustee scored only these three sub-sections out of the fifteen in the item, and no others. Six scored all three of these sub-sections, as well as others. This might have been evidence that some few trustees were extremely biased against teachers. On the other hand, many trustees showed a very sympathetic attitude toward teachers and their problems through comments on this and other items. Comments typical of these two extremes were:

"Teachers run down conditions to keep the (teacher) shortage for their own ends."

"The ATA endeavoring to maintain a teacher shortage. The poor teacher most dissatisfied with salaries."

"Some ... (teachers) are real good." (comment on Item 14.)"

"A teacher ... is very much a human being of considerable value, and should be appreciated as such. Give him or her the best your pocket-book can afford in salary, housing, social life, and the teacher shortage in time will disappear." (comment on Item 25.)

Item 22, which called for opinion on whether or not an older teacher should get a higher increment for an added year of training was dealt with in a previous chapter. Trustees generally did not place themselves in the teachers' position in the matter of increments for older teachers.

The following comments showed trustee extremes in attitude toward teachers:

"He has not so many years of usefulness to his employers ahead of him."

"You can't show an old person (a) new trick."

"Surely the teacher who has taught twenty-five years would be able to derive more benefit from an added year of training."

"It definitely shows that he is very much interested in improving his teaching methods."

Eighty percent of the trustees were not in favor of giving the older teacher a higher increment, 15% were in

favor and 5% did not answer the question.

Item 24 attempted to find whether trustees were business-like in their attitude toward teachers by asking the former to give their opinion of a fair increment for one year of training. This item was dealt with in the last chapter, and the general attitude as revealed there was that trustees had not put this aspect of teacher relations on a strict business basis. Some comments are revealing:

"Too much money for very doubtful help..."

"... should do better jobs to advantage of future pupils."

This item proved to be more useful in evaluation of trustee attitude to teacher training, than attitude to teachers themselves.

Item 25 which called for trustee opinion on their responsibility in providing teacher housing, elicited copious comments. Thirty-four percent thought that housing for teachers was not a Board obligation. The noteworthy point about this group's comments was the attitude toward teachers which they took. For example:

"... why should School Boards be required to build homes for transient labor?"

exemplifies rather extreme anti-teacher bias, while,

"... many of our teacherages are now empty...
When teachers' salaries were low, teacher-
ages were always used."

exemplifies a group of the "no's" with moderate opinions about the matter.

Item 2 on the Teachers' Questionnaire asked teachers if they were consulted in their Division on matters of teacher housing. Ten per cent said that they were, 59% reported that they sometimes were consulted, and 5% said they were never consulted. This study does not necessarily propose that teachers should be consulted in matters of teacherage rental, disposal, repair, and design, it merely reports as to whether or not this is being done. The above figures, in relation to the question of trustee-teacher relations, might suggest that trustees are not vitally concerned with consulting with teachers in the matter of teacher housing. Whether or not this is a function of trustee bias against teachers' judgment in these matters is not revealed by the figures. Certainly this is a vital field of interest to both parties, and one might expect a greater degree of cooperation in its solution than appears to exist.

Item 3 of the Teachers' Questionnaire asked if teachers were consulted by their Board in the matter of

placement of teachers in the various schools of the Division. Two percent reported that this was done regularly, 71% said "never", 14% were unanswered. Once again, here appeared to be a problem of importance to both trustee and teacher which was not being solved by mutual agreement. This may be due to the fact that it was only recently the Boards were given the power to shift their teaching personnel about from one position to the other. Perhaps the idea of a mutual trustee-teacher decision in these matters will emerge as time goes by.

Item 1 of the Superintendent's questionnaire asked what percentage of administrative positions were generally filled from the existing Divisional staff, rather than from "outsiders." The mean figure arrived at was 42.9%. This figure is presented for what it is worth in this discussion of trustee-teacher relationships.

The general conclusion that seems to emerge from a study of this matter of trustee bias regarding teachers, seemed to be that trustees exhibited extremes of opinion regarding teachers, that is, they seemed to be either strongly "for" or strongly "against" teachers. If a distribution of trustees were to be taken on the variable of teacher bias, the distribution would probably

be bi-modal with relatively few trustees occupying the middle, neutral ground. Neutrality of bias here might represent an attitude of indifference to personal considerations regarding teachers, and a tendency to judge teachers on grounds of ability.

The other general conclusion seemed to be that trustees and teachers are not consulting each other on two mutually important matters - that of teacher placement and that of teacher housing. The reason was not apparent.

TRUSTEE-TEACHER RELATIONSHIPS

This section was not concerned with a study of what standards were desirable for trustee-teacher relations but was concerned with attempting faithfully to organize the data which had been gathered.

The data (Teachers' Questionnaire #2, #3,) indicated that teachers did not have representation on the body which made decisions on teacherages and on teacher placement. Whether this was a result of teacher disinterest or trustee policy was not revealed. Some few Boards customarily invited teachers to state their preference regarding placement and some had a systematic

procedure for collecting community opinion on the matter of placement. No doubt these data were used in making decisions. Very few boards had adopted the policy of having teachers represented on matters of direct concern to teachers.

The data gathered from Items 22 and 24 revealed that trustees, as a whole, when considering teachers' problems, did not put themselves in the place of the teachers. Whether or not this state was unfortunate is of no concern to this study. The fact is reported for what it is worth in a discussion of trustee-teacher relationships. The large majority answered the question from their role as trustee and were not guided by the restrictive phrase, "considering teachers' incentives to improve their qualifications...".

As has been reported, replies to Item 25 revealed a diversity of opinion. Feeling ranged from acceptance of the responsibility because the best is not too good for teachers, through the neutral ground of acceptance as a practical necessity, to the negative attitude that teachers should have no special privileges as compared with other types of employees.

It was also observed that the 'bias' components of item 21 were relatively heavily scored. In addition there appeared to be a marked tendency for those who scored any one of these items, (h, k, n,) to score more than one of them. A core of anti-teacher bias, which was extreme in some few cases, was inferred. About as many trustees were as strongly pro-teacher. The large increment suggested by some trustees, coupled with numerous comments throughout the questionnaire, showed that trustees were approximately evenly split on their pro and con teacher bias.

In attempting to discover the philosophical basis for this apparent division of attitude toward teachers (i.e. that teachers were people, as opposed to the teacher-commodity concept,) the ASTA history was found helpful.

During the depression of the '30's, acute lack of money was the major problem and perhaps the only real problem. Materials could be had for the buying at very reasonable prices, and teachers were cheap. A good teacher cost \$700. a year, or less. The recovery and the war conspired to solve the trustee's problem of money, and to present him with another and more vexatious problem - that of finding enough teachers to fill his schools. Teachers'

salaries went up and trustee choice in selecting teachers decreased to zero. These people who had been happy at \$700 now demanded twice that, and insisted on rendering if not less, at least no more, service. The surplus of teachers decreased to zero and became a shortage. The palliative of Letters of Authority eased the situation for a while and then the expedient of hiring correspondence supervisors was resorted to. These supervisors who ran the schools were not teachers; they could be changed at will. Their salary was not "according to schedule," and they were paid on the basis of ten months. The actual directing force, in the educational sense, the Correspondence School Branch of the Department of Education, was not always apparent. Some good work came from these correspondence centres and Superintendents and trustees began to compare these "sitters" with teachers (perhaps specific teacher.) In many cases the comparison may have been unfavorable to the teacher who was the higher paid employee. The teachers' association insisted upon teachers being given preference over the correspondence supervisors. The trustee remembered the advantages of the supervisor system, and his memories may have colored his attitude to teachers.

The above analysis of facts is probably far from being complete. The problem of finance was not entirely solved. Higher prices for materials as well as increased

teachers' salaries combined to render the increased revenue inadequate. The problem of hiring teachers was complicated by the necessity for making some of the contracts temporary as required by War Veteran reinstatement. Some of the correspondence supervisors were undoubtedly unfortunate choices and probably there are other factors which make the story more complex. The story, however, if accepted, does clarify trustee attitude to teachers. The plenty of the '30's (of teachers) resulted in an impersonal attitude towards teachers; the memory of \$700.00 as a top salary did nothing to soften this attitude, and the experience of hiring, even during the worst shortage, people to take charge of schools who were cheaper, and sometimes "better", than teachers made the matter worse. Present salaries were not set without some acrimony, and other teacher complaints would certainly have been aired during the shortage. It was not surprising, therefore, to find evidence of bias. A policy which would render extinct the "sitter" directed some animosity to the ATA, as did the practice of caricaturing various "teacher" attributes and ridiculing certain conditions in educational administration through cartoons in the ATA magazine. History thus served to show the basis for the attitude, but did

show the reason for the deep concern of trustees with the personal attributes of the teachers they hired. Evidence of such concern may be found in Appendix II, page II, (L.5 ff); page V, (L.3), (L.13); page VI (L.5); page IX (L.18); page XV, (L.29); and etc.

Was the very natural concern for the child's welfare responsible for the varied and strong feelings expressed toward teachers? There was evidence to support this concept. Trustees have strongly resisted any movement leading to teacher independence from local control. This was one of the issues in the trustee stand against the Divisional system. Trustees resisted the continuous contract and the security of tenure sections of the Act. Control over the teacher became a necessity if the child's best educational interests were not to be threatened. Trustees were bitter in 1936 when this local control was removed. The records of ASTA Conventions revealed a continuous struggle against loss of local control over the teacher. In the returned questionnaires, trustees, almost without exception, indicated that they would, circumstances permitting, be very generous toward the teacher they considered 'good'. Perhaps, 'good for my child' is what they meant. Perhaps the 'good' teacher referred to was a happy combination of the desirable

attributes the parent (trustee) thinks of himself as possessing, and so the 'good' teacher was resented for this very excellence. Whatever the cause, a strong, personalized feeling was latent in trustee comment regarding teachers.

The 'no good' teacher, on the other hand, was suggested as possessing some or all of the undesirable traits of humans and was undervalued accordingly. A bivalent attitude concerning the sharing of the parent-child relationship might possibly be one of the casual factors in the strong and somewhat illogical attitude toward teachers. It appeared reasonable to suppose that trustee attitude toward teachers was dictated by an anxious, and quite natural, concern over the school children and that this concern might be motivated by the dilemma of the necessity for sharing the relationship (parent-child) with teachers, and yet fearing to do so.

CHAPTER VII

TRUSTEES AND TEACHER-TRAINING

Item 14 This question which asks trustees to express an opinion on the one year training program for teachers under the groupings, psychology, academic background and administrative ability, was designed to assess trustee opinion on the suitability of the teacher-training program. The first four items which dealt with teacher-training in psychology revealed that trustees were only moderately satisfied with the program in this respect. Twelve of the 65 said that teachers' understanding of children was very good, 34 described teachers' ability here as passable, and 3 voted it as poor. The ratings were very nearly the same for sub-section (b), (getting children to do work) while (c), (stimulating interest) is just a little better. Sub-section (d), (putting across what they taught) was rated somewhat less satisfactorily. The total rating on this problem which would make a scale from plus 4 to minus 4, as described in Chapter IV, gives an average rating on the four sub-sections just above zero, which is little better than a "passable" rating. The Sigma indicated that trustees were in agreement for the central tendency was good.

Sub-sections (e), (f) and (g) related to teachers' academic background. Less than half of the trustees said that teachers knew enough of what they were to teach in Division One, while one-quarter of the trustees said that they did not have sufficient background. Seventeen trustees expressed 'no opinion'. The rating on background in Division Two (sub-section (f)) was somewhat lower, and teachers' background in Division Three work was given a poor rating with 22 voting it adequate, 20 as inadequate. The overall assessment was just barely above zero on a plus 3 to minus 3 rating. A central tendency was lacking, indicating that trustees disagreed considerably on this point.

The remaining four sub-sections in the item were designed to deal with the teachers' administrative ability, after one year of training. Sub-section (h) showed that trustees did not think that young teachers were not adequately trained in maintaining discipline; 23 scored the "yes" column, and 30 the "no" column.

The teachers' ability to complete the necessary forms, (i), was rated somewhat better. Twenty-six rated it as good, while 22 rated it as poor. Sub-section (j), which rated teachers' ability to organize extra-curricular activities, was scored with 28 trustees expressing approval and 24 expressing disapproval of teachers' ability here.

On the question of teachers' ability to organize a good timetable (k), trustees rated as follows: 21 rated teachers as good, 13 rated teachers' ability as inadequate, and a relatively large proportion (29 out of 65) indicated that they had no opinion. The average rating on these last four sub-sections, based on an 8-point range of from plus 4 to minus 4, showed a mean just under zero, indicating that teachers are, in trustee opinion, somewhat less than "passable" in administrative training. Disagreement here was again very evident.

This item drew forth 29 comments. Generally, trustees seemed to feel that teachers' training was very average in the fields brought under inspection. Some comment was directed at the Faculty of Education,

"Teachers say they do not learn much at Normal.." and,

"... not taught that maintaining discipline is important..."

Speaking of training in psychology, one trustee said,

"Discipline with little tots is a ticklish thing. They should be taught; the teachers, I mean, more the workings of a young child's mind."

The lack of in-service thinking was scored by a trustee who said,

"Too much academic, not enough practical training."

Some favorable comments were,

"The majority of our beginning teachers do very satisfactory work and they are very enthusiastic..."

"I believe they have a better understanding how to teach present curriculum, and (are) more modern in methods."

The theme "experience is the best teacher", occurs repeatedly in the comments on this and other items.

Item 15 asked for opinion on the appropriateness of the present length of the training program for the Junior Diploma. The question was designed to test trustee knowledge of the length of the program, as well as to get a consensus of opinion on the matter. The first of these aims was not realized to any extent. Trustees appeared to be of the opinion that the existing length of the program was satisfactory. The distribution of trustee opinion was normal with very few expressions of opinion for a shorter or longer period, and the bulk of opinion expressing approbation of the present training period. Typical of the comments on the question were these:

"Depends ... on the pupil."

"Not well enough informed to say."

Item 16 asked trustees to state the teaching qualifications they felt were necessary for different teaching positions, ranging from teaching elementary school to teaching high school and serving as vocational

counsellor. The object of the item was to get a general opinion on this matter, as well as to find if trustees were aware of the purpose of the various qualifications. In order that a comparative opinion might be obtained, this item was placed on the Superintendents' Questionnaire. On the first two sub-sections, trustees revealed that they did not know, in some cases, that the Junior Diploma was a high school certificate. On sub-section (a), 11 trustees made inappropriate selections, and on (b) 16 of the trustees did the same. There was apparent difference of opinion between trustees and superintendents on this item, indicated by significant differences in the means and sigmas of (a) when it was scored as outlined in Chapter IV. It was decided, however, that this apparent difference was explained by the fact that trustees apparently did not recognize lower limitations on high school diplomas, whereas superintendents did. If the scoring, as in Chapter IV, is valid, this item indicates that trustees would like to have a two and one-half year training program for the elementary teacher, and a three year period for the intermediate teacher. On item (d), (teaching Grade XII), while the means do not differ, superintendents show a central tendency which is significantly more marked than that of the trustees (this is the one-half of 1% level of probability). This indicates that

trustee opinion was not as well crystallized in this matter as was that of superintendents.

On the items (e), (f) and (g) there is no significant difference which indicated that trustees as a group were as capable of selecting teachers for these positions, (as regards training) as were superintendents.

There was a noticeable shying-away from the M. Ed. column in this item on the part of the trustee. They seemed to prefer two degrees (i.e., B. Ed.-B.A.) to the Master of Education degree, even in those positions requiring administrative and psychological training.

Item 18 This item was designed to reveal trustee knowledge of the content of the various degree programs as well as to gather trustee opinion. It was found that 22% favored the B. Ed. - M. Ed. course, 17% favored the B. Ed. - B.A. course, and 26% favored the B. Ed. - B.Sc. course. Thirty-five percent did not record an opinion. Comments accompanying this item revealed that trustees were not familiar with the difference in the training given in these various courses. On the surface it appeared that trustees considered knowledge of the arts and sciences was more important than a knowledge of psychology and administrative practices. This is an alternative inter-

pretation to the impression given from the comments that trustees were not too clear as to how these various courses differed. Typical comments were:

"Any one appears satisfactory."

"While I am not acquainted with the training involved in the B.Ed. - M.Ed. it certainly should involve more administrative training."

"The more education, the better."

In this item, as in item 19, there was a noticeable shying-away from the Education degrees. Here again, the theme "Experience is the best teacher" recurred. Although the point was not appreciated at the time the questionnaire was prepared, a comparative opinion from superintendents on this item might have been useful.

Item 19 This item was designed to reveal whether trustees thought the Junior Elementary and Intermediate Certificate was sufficient training for teaching in various positions. Forty-five percent thought it good enough for teaching in a rural school, 33% said it was not. For teaching in a single room of two or three grades in a graded school, the training was rated adequate by 52% and inadequate by 25%. For the single room of one grade, the figures were 60% and 17%. Trustees were only moderately satisfied that the Junior Elementary and Intermediate program was adequate.

Comments illustrative of trustees' viewpoints were,

"... much depends on the individual ..."

"Experience under good guidance I think is more helpful than additional training."

"... It is hardly to be expected that teachers can reach professional status with one year's training. Speaking as a trustee, I'd say that we couldn't afford to hire the kind of teacher we would like to have."

Generally speaking, the dominant themes running through trustee thinking on this matter of teacher-training seem to be; first, that experience is the best training for teachers; second, that the quality of teachers' work is largely a product of the individual's personality; and third, that this matter was left largely to the superintendent.

TRUSTEE PHILOSOPHY ON TEACHER TRAINING

Much of what has been said in Chapter VI on the philosophy of trustees relating to trustee-teacher relationship, is pertinent to this section.

Trustees were divided in their opinion on teacher-training. Not only were they doubtful about the advisability of extended teacher-training, they were unsure of what constituted good teacher-training. It appeared to be a common opinion that trained teachers were both good and not good.

This express opinion probably represented the actual experience of trustees. It is simply an observation of fact. However, their constant reiteration that there was not a direct relationship between the amount of training and the quality of teachers, coupled with the repeated, and rather extreme view that teachers were born and not made, were considered significant evidence of a trustee philosophy. This, again, was an indication of the deep concern with which teachers are regarded. Some of the comments were obviously a reaction to the veneer of learning which many teachers evidently wore with an exaggerated air of solid worth. Some trustees were no doubt commenting from an unhappy experience.

Trustee reaction to the subject of teacher training seemed to be much the same as the reaction of the general public to this topic. Trustees did not seem to have developed a unique viewpoint on this matter even though they are directly concerned with it. The large number of comments recorded on this matter throughout the whole questionnaire suggested that trustees, generally speaking, lacked perspective on the purposes served by teacher-training programs. The cause of this apparent lack of perspective was assumed to be trustees' natural concern about the nature of the people who taught **their** children. This suggestion seemed congruent

with the facts and ideas presented in the preceding chapter, and with the conclusions outlined there. This concern for their children has been assumed as a basic in trustee philosophy on teacher training.

Another possible cause of trustee uneasiness about teacher training might be their feeling that the educational system as a whole does not suit the needs of individual pupils as well as it might. This will be discussed in Chapter IX .

CHAPTER VIII

TRUSTEES AND CENTRALIZATION

Another important field of this study was deemed to be the problem of centralization of school services, a problem which trustees are now trying to solve. Items in the questionnaire directed toward a survey of this field are dealt with below.

Item 13 This item of the Trustees' Questionnaire was included for two purposes - to assess trustee opinion regarding the factors which are hindering centralization, and to attempt to assess whether or not trustees have a grasp of this problem. To attain the second objective, this item was placed in the Superintendents' Questionnaire so that their opinion in this matter could be compared with that of the trustees, and thus could be used as a measure of the latter's comprehension of the problem.

In this item, trustees were asked to rate a given list of possible factors, which might hinder centralization, under the headings, "Greatly", "Somewhat", or "Little." Further to this they were then asked to state what, in their opinion, were the four most important factors hindering centralization. Trustees and superintendents showed a high degree of unanimity in their ratings on the weighted scale as described

in Chapter IV. Condition of roads received strong support as choice for the primary factor among those listed. Sixteen out of 17 superintendents, and 50 out of 63 trustees made this selection. Increased initial capital expense involved in centralization was named the next most important factor, followed by out-of-proportion building costs, public opinion, and added operating expenses, in that order of importance. At this point the two groups of opinions diverged, the trustee naming miscellaneous transportation problems, vehicle shortage, and the teacher shortage as the next most important factors, while the superintendents named lack of qualified teachers, the teacher shortage and the shortage of building materials in that order.

Trustees commented heavily on this problem, and the comments seemed to support the ratings which were procured from the weighted score of Chapter IV. Most heavily commented on was the matter of roads. Lack of all-weather roads was heavily emphasized,

"... the lack of adequate roads necessitating the curtailment of proper van services constitutes the greatest hindrance to centralization of schools."

And again,

"Gravel roads are needed and more money for snow-plowing in the winter."

In the matter of increased initial capital expense one trustee said,

"Our greatest problem is obtaining money to provide school buildings and to provide proper busses..."

The matter of Public Opinion, (which was rated fourth by both groups) drew a great deal of comment despite its relatively low rating on the weighted scale. Some aspects of public opinion which may be hindering centralization are illustrated by the following comments,

"... (parents) feel that large centralized high schools ... are not to be tolerated as only ... (a few) students go on to University and the practical training given at home on the farm, with its work and responsibilities, together with the family group is more important than the added cultural value of the central high school even with good technical and business courses offered."

"(opposition) arises mainly from parents' fear of children waiting at bus stops when the bus might be delayed in very cold weather."

"It's hard to get public opinion in favor of centralization of schools due to (the) safety problem in connection with drivers and especially roads .. change-over means expense, and people are just about taxed to the limit now."

"(Farmers) still cling to the idea of a local community."

"Antagonism between hamlets makes it hard to organize public opinion favoring centralization."

And so the comments went, indicating hindrances all the way from parents' concern for the safety and comfort of their children, down to petty local jealousies.

After all the comments on the Public Opinion Sub-Section were read, it was thought that there could possibly be some connection, however slight, between the two facts that van roads are generally poor, and that public opinion is still strong against centralization. In our democratic system of local self-government, it seemed entirely possible that resistance on the part of the general public to the idea of centralization could be reflected on the inability or unwillingness of local government to provide adequate van roads for a centralized school system.

Two trustees, in their comments, revealed that they had confused centralization with the formation of the Divisional system. Trustees generally, revealed themselves as being in favor of centralization, and apparently had a good grasp of the problems connected with it.

Item 20 of the trustees' Questionnaire was also concerned with centralization. Trustees were asked to indicate the time at which they felt the children of their district should have a composite high school to attend. Thirty-nine percent thought it should be in the near future, 34% thought "eventually", and 15% thought

"not at all". In their comments, trustees indicated reasons for their choices. One trustee said,

"There is too much effort among parents to make their children white collar workers instead of men among men."

Those trustees who scored the "eventually" column were largely concerned with the matter of the necessary finance required. Thus,

"I think the method of financing will have to be considerably revised..."

A trustee in favor of the scheme said as follows,

"As we tend more and more to specialization a composite high school is inevitable but the public must be educated to this necessity first."

Generally speaking, trustees seem to be in favor of the composite high school.

A summary of the data collected on the problem of centralization seems to indicate, (a) the trustees on the whole are in favor of this movement, (b) that roads are the chief factor holding back centralization and (c) that the general public may not yet be fully convinced that centralization is a desirable thing because of the cost, and the fact that children are taken from the home to a greater extent under such a system.

TRUSTEE PHILOSOPHY ON CENTRALIZATION

The copious comments registered on the items dealing with centralization, indicated that trustees are deeply concerned with this problem. They appear to have accepted the necessity for centralization, and were busy working out the details. The great majority were obviously in favor of the movement. It became evident that the Province as a whole was proceeding with centralization as fast as was practicable.

There were relatively few opponents of the trend, and those who did oppose it, did so for various reasons. An attitude to centralization seemed to have appeared on the Alberta educational scene similar to one in the more densely settled districts of the United States (such as New York State). This attitude was that the loss of close contact with home and community affairs which is involved in centralization cancelled any advantage that it had to offer.

Another group based its opposition to centralization on two things; first, the fear that guardians have of trusting their children to the System, e.g., physical dangers of busses, and moral dangers of dormitory life; and second, local jealousies and inter-community rivalry.

On the whole, however, trustees thought that centralization offered some very desirable benefits;

"... the average child ... will make a better citizen with an education where academic and technical courses are more evenly balanced."

"One only needs to consider the great drop in high school attendance where only academic subjects are taught to realize the need to give instruction in the business of using one's hands."

"Usually operating costs are less in centralization."

The comments and statistics indicated that the majority of trustees were strongly in favor of this movement.

The attempt to discover the philosophical background of trustee thinking led to a study of the history of the movement toward centralization. The earliest activity along these lines was the consolidation of several rural districts into the consolidated district. Conditions favoring consolidation (all-weather roads, speedy transportation, concentration of population) were comparatively rare, and consequently only a small number of consolidations were successful. In the next stage, centralization was known by the name of Rural Secondary Education. By the late 1920's the boom period had resulted in the overcrowding of town and village high schools.

During this period there was a concerted effort to establish rural high schools throughout the Province. Many were established by the time the depression struck, and in a number of cases, they had to be closed down for lack of financial support. People had had some experience with rural secondary education, and when the service was lost, they became keenly aware of the advantages they were missing. The opportunity for establishing secondary education in rural areas was again presented with the establishment of the Divisional system in the late 'thirties'. At this stage the movement included centralization of both primary and secondary schools. The term, "centralization", became the accepted name for the trend which was one of the outcomes of the Divisional system. Due to their experience in rural secondary education, the people of the Province were already largely in favor of centralization. The Department of Education, which had sponsored the centralization of school administration, was no doubt pleased at this favorable result of the Divisional system. It is also possible that the novelty of pioneering in education appealed to some of the Alberta trustees.

This review of the growth of the idea of centralization, together with the data presented, indicated that

the basic philosophy of trustees was a combination of the practical and the humanistic,¹

"... the greatest asset this Province has is the ability people have to work. This ability is most certainly increased through proper education and by cutting down the facilities for getting this education, are we not really reducing our potential wealth?"

The Department of Education felt that the following quotation contained the basic philosophy behind centralization,²

"... each youth possesses certain abilities which he needs to be helped to discover and be inspired to develop and use to the utmost. This latent ability of youth is a nation's primary resource, and on its development national welfare rests. It therefore becomes a primary function of the state and nation, in the interests of its own welfare, to establish the agencies for discovering abilities; for providing means for the development of abilities, whatever kind they be; and for stimulating youth to develop them."

These quotations suggest the very practical core of thought that has been postulated. It appeared that education was considered to be a means of increasing the wealth of the community by increasing the ability

¹ O.T. King, "President's Address", ASTA Report of Annual Convention, 1924, p.18

² Department of Education, "Frontispiece", School Divisions in Alberta, 1945, p.6

of the individual to work. The context of both the quotations did not permit the extreme interpretation that the sole purpose of education was to build up the state, or even that such a purpose was the only major one. However, it appeared that the statements indicated a primarily practical philosophy.

A large number of trustees, in their comments on this problem, were concerned with children as individuals. The majority of comments, both for and against centralization, were apparently based on a humanistic ideology. The comments quoted in the first section of this chapter supported this interpretation, and the same attitude was observed throughout the comments on the whole trustees' questionnaire. It was noted that those who thought their Division should have a composite school 'in the near future' indicated by their comments that they were concerned with the problem in its relation to their current crop of students. This seems to be a humanistic viewpoint, a concern for the individual "now", as contrasted to a long-term practical outlook which might deny the individual the service of a composite school until practical considerations made it feasible.

On the whole, the majority of trustees seemed to lean in the direction of a "humanistic" philosophy rather than toward a more or less "materialistic" outlook in the matter of centralization. This evaluation of trustee motives appeared to be an adequate explanation of trustee activities in this field.

CHAPTER IX

TRUSTEES AND THE AIMS OF SECONDARY EDUCATION

Trustee opinion on the aims of secondary education in Alberta was surveyed by means of item 29 ¹ on the trustee questionnaire.

Item 29 Trustees were asked to classify a given list of educational objectives as being "Primary", "Secondary" or "minor". They were then requested to rank the aims which they had classified as "Primary" in their order of importance. Some of the aims were classified as primary more frequently than others. The following summary deals with this classification.

First, trustees indicated that they considered the prime aim of secondary education to be, "Training (including a fair amount of time and labor) to produce sound character, i.e., reliability, honesty, punctuality, unselfishness, etc." Eighty-eight percent of the trustees considered this a primary aim.

In the second place, with 77% of the trustees selecting it as a primary aim, was "To become one's own

¹ This item was originally a complete questionnaire on the aims of secondary education, and was borrowed from the personal library of Dr. H.E. Smith, University of Alberta.

teacher. To be ready and keen to continue learning when school days are over. Learning how to think."

"Method, neatness, good handwriting and spelling. Polished work and a high standard of 'finish' in everything.", was rated third, with 64% of trustees classifying it as a primary aim.

Fourth. Trustees felt that, "Initiative and self-confidence, giving wide and important responsibilities in school life", was a primary aim. Some 56% of trustees placed this among the primary aims.

Fifth. There were three objectives grouped in this place. About 45% of the trustees classed these as primary aims. These objectives were; "Academic training by means of civics, economics, etc. for citizenship.", "Sociability, societies, clubs, teaching of good manners and good speech, ... perhaps some form of self government." and "Vocational training, special courses for careers, typing, shorthand, engineering, etc."

Sixth. "Cultivation of a high standard of academic work. Necessarily restricted in range. High examination results", was classified as primary by 43% of Trustees.

Seventh. Forty-one percent of the trustees thought that "Physical fitness and sportsmanship, sports, gymnastics,

School and inter-school games, idea of a Sportsman and a Gentleman" was a primary aim of secondary education.

The remaining sub-sections of item 29 were classed as "Primary" by few trustees. "Cultivation of a wide, if rather superficial, range of subjects academically. Examination results unimportant.", received the lowest percentage in this classification.

The chief secondary aim was "Manual dexterity, wood and metal work, Arts, Crafts, Practical Science, Gardening, etc.": Heading the list of minor aims was, "Sense of world brotherhood, visits to foreign lands, ... world history, etc."

The primary aims were rated in order of importance by only 30% of the trustees. Although 70% of the questionnaires were not accurate enough to be useful in this respect, yet a summary of this part of the item was made. A comparison of the 30% group's questionnaires with those of the total group responding to this item was made, and no significant difference was found. It was concluded that the 30% group was entirely representative of the larger group. The weighted score method of analyzing the opinions of the 30% group resulted in the following:

In this method of ranking, training to produce sound character placed first on the list, while training children

to become their own teachers placed second, as they had done in the first classification. Cultivation of a high standard of academic work, which had placed sixth, was now third. In fourth place was the objective dealing with the development of a keen sense of religion and spiritual values, which was in eighth place previously. In all, 72% of the returned questionnaires were useful in summarizing item 29.

TRUSTEE PHILOSOPHY ON THE AIMS OF SECONDARY EDUCATION

The aims selected by trustees as major were those which appear to be basic to the development of character and individuality. "Sound character," and "learning how to think," were rated as the two most important items. In both methods of scoring these two items were first and second, and so it was assumed that this represented the overwhelming opinion of trustees. "Academic training", was rated third according to one method of scoring, and sixth by the other. It was noticed that those who rated this item as a major aim tended to give it a high ranking. The same was true in the case of "religious training". The opposite tendency was noted in the cases of the subsections concerning good craftsmanship, initiative and self-confidence, academic training for good citizenship, teaching of good manners, and vocational training. Trustees

tended to classify these items as major aims but rated them as the less important in the group.

Additional data were derived from a review of the history of curriculum in Alberta. The ASTA came into being as a result of trustee interest in curriculum. The general nature of this problem concerned vocational training, but details are lacking. In 1921 concern with curriculum centred on the question of whether training should lead to,² "mental training and mental discipline,..." or whether the training should be extensive. In a 1924 statement by the Minister of Education, Hon. Perren Baker, the emphasis was on the development of the individual. Mr. Baker said,³

"... education is the unfolding of the man himself."

During 1925 three committees were set up to make any necessary revision of the Alberta curriculum. After their work had been done, Mr. Baker reported on the outcome,⁴

² G.P. Smith, "Address" ASTA Annual Report of Convention 1921, p. 46

³ Hon. P. Baker, "Address" ASTA Report of Annual Convention 1924, p. 30

⁴ Ibid.

"... as for the supposed 'frills and fancies', with the solitary exception of physiology and hygiene, there is not a single subject that has not been here for years ... The idea of the committee was to simplify the course, and to a considerable degree, they have succeeded."

Continuous revision of the curriculum was carried on, and some broad changes of content were introduced. In the 'thirties' technical electives were put into the school curriculum, and these courses began to appear on timetables of town and village schools throughout the Province. The introduction of practical agricultural courses followed.

Two generalizations about trustees' thinking on curriculum emerged from a study of the history and the relevant data: First, some trustees seemed to have a bias concerning the matters of religious instructions and strict academic training. Second, the expansion of the curriculum to include more and more vocational training did not conceal the fact that trustees were still strongly humanistic in their philosophy.

The tendency to rate strict academic training and religious instruction high among primary aims by those who classified them as a primary aim, indicated that convictions were strong on this matter. This was probably due to a not unusual element of conservatism. It has been noted since the beginning of history that

one generation soon begins to look with question on the training of the next. Some trustees complained that the three "R's" were not adequately learned, and still others termed the changes in curriculum as "frills". In the matter of religious instruction, bias is not unusual. From the fact that trustees tended to class the relevant sub-sections as major aims, but ranked them low in importance among the major aims, it seemed obvious that vocational training, as an aim in education, was gaining ground.

Thus, it appeared obvious that although trustees were concerned with training of their children to make a living, yet the stronger trend appeared to be humanistic. The two major basic aims were those which concern the development of the individual as such. It appeared that trustees were more concerned with training their children to live than with training them to earn a living.

CHAPTER X

A SUMMARY

THE "AVERAGE" TRUSTEE

A composite picture suffers from the same defects as an analogy, but may sometimes serve as a useful method of summarizing data. Some idea of what the average school trustee was like in 1950 may be gained from a study of the statistics which have been accumulated. The average trustee was 55 years of age, married, and had four children. He had lived in Alberta for nearly 39 years, and had spent nearly 5 years as a chairman of a School Board. He also had been secretary of a Board for nearly four years, and had taught school for nearly a year. He had served for nearly a year on the executive of a Home and School association. Two of his four children were in school. He spent about twelve hours a month at Board meetings as well as giving some eighteen hours a month to school business. Seventy-one percent of his remaining time was spent in farming, twelve percent in running a business, six percent in professional activities. Three percent of his time was taken up with housework. He had attended four annual conventions of the ASTA. He had ten years of formal schooling.

His philosophy was colored by the fact that he was a parent. He had built up his school under the belief that a better school plant made better education for his children. He had never been entirely satisfied with the curriculum, and had concerned himself with improving it. He had always been interested in the calibre of the people who taught his school because they dealt with the character training of his children. Consequently, his relations with the teacher were not always comfortable. He very seldom showed extreme bias on any subject, though his opinions on educational matters generally were well crystalized.

This, with its limitations, might be a composite picture of the Alberta Divisional Trustee in 1950.

CONCLUSIONS AND RECOMMENDATIONS

This thesis was so planned that a summary of each major topic is to be found at the end of the chapter dealing with that topic. The findings in Chapters Three, Five, Six, Seven, Eight and Nine are summarized in the work of Mr Sillito in these chapters. There seems little merit in repeating this work at this time. There are some major areas, however, which require further discussion.

An area of unrest was revealed in the matter of trustee-teacher relationships. A great deal of careful

research needs to be done here before accuracy of opinion can be obtained. A glance through Appendix II will reveal a strain not usually found in the relations between the ordinary employer and his employees. It was felt that conclusions noted in Chapter Six were clouded by personal bias, and it was hoped that the limited conclusions of this thesis will stimulate further research in this area.

In the matter of curriculum, trustee opinion appeared to be in a state of flux. This was not a new situation, and will probably not be resolved in the immediate future. The conflict in trustee thinking seemed to lie between two schools of thought - that of training the child to live, as opposed to that which places the emphasis on teaching him to earn a living.

A large proportion of trustees seemed to rely heavily on the superintendent in questions of administration, particularly with regard to the technicalities of the School Act, the grants system, and teacher training and qualification. It is entirely possible that trustees know all they need to know in this respect. As mentioned previously, this thesis does not attempt to set standards for trustees, but it does seem logical that further research in this area might reveal whether or not this condition is a healthy one.

Trustees revealed that they are keenly aware of the problems incident to the centralization of schools, and that they are busy working upon these problems.

Trustees seemed of the opinion that the one-year program of teacher training is inadequate. They favored two or more years, with the emphasis on in-service training. Trustees seemed to be generally unacquainted with the components of the teacher training program, and a direct effort to give them further information on this topic might have the effect of crystalizing their opinion.

For the purposes of this study, a short ASTA history proved adequate. It is suggested that a more extended history, with particular reference to growth and changes in curriculum, and to chronic educational problems, would be useful.

In conclusion, it is hoped that a merit of this thesis may possibly lie in the fact that it has raised questions in a field of research relatively unexplored to date. If this work has such merit, the writers are satisfied that it has made a contribution to Education in Alberta.

APPENDIX 1

QUESTIONNAIRES AND FORM LETTERS USED.

Form letter sent with each questionnaire.

Consort, Alberta,
Feb. 2, 1950.

TO: All Divisional Trustees.

Dear Trustee,

The undersigned candidates for the M.Ed degree, University of Alberta, are undertaking a thesis dealing with the Divisional school trustee in Alberta. We recognize that the educational philosophy of the trustee is an extremely important factor in the school system of our province. In the business of running our schools, the trustees spend several millions of dollars each year. The things this money buys comprise the education of the children in the province. It is an undoubted fact that the educational philosophy of the trustee is a vital factor in education.

For the purpose of surveying this factor, the accompanying questionnaire was prepared, and it is being sent out to every Divisional school trustee in Alberta. The accuracy of the results will be largely determined by the number of completed questionnaires returned. We realize that trustees are busy people, but we feel that education cannot grow to fit our changing requirements without research into its vital components. We, therefore, request your help in completing this survey.

We want your opinions. We realize that questions cannot always be adequately phrased to bring out opinions unless a comment on the question is recorded. We invite you to comment freely in the space provided in the questionnaire as well as on the back of the pages if you should need more space.

The committee which is supervising this survey is composed of the following - W. Frame, M.A., Chief Supt. of Schools, Department of Education; H.E. Smith, Ph.D., Faculty of Education; F. Baker, Ph.D., Faculty of Education; H.T. Coutts, M.A., Faculty of Education.

We invite the trustees to add their many contributions to education by completing and returning this questionnaire.

Sincerely yours,

J.D. McFetridge, 7011-109 St., Edmonton.
M.T. Sillito, Consort, Alberta.

(Please mail completed questionnaires to Mr. Sillito.)

Form letter as follow-up to those trustees who had not completed questionnaire -

Consort, Alberta,
March 30, 1950.

Dear Divisional Trustee,

Some time ago you received a questionnaire designed to survey the opinion of the Alberta School Trustee on educational matters.

The replies so far have been very informative, but unfortunately, enough replies have not been received to give a clear picture of the educational philosophy of the School Trustee.

We earnestly request you to complete and return the questionnaire by the end of April. If you have mislaid your copy, or did not receive one, a post card sent to the address below will bring you a copy of the questionnaire by return mail.

In the interests of broader understanding in education, we ask your contribution to the philosophy of the Divisional Trustee.

Sincerely yours,

M.T. Sillito, B.Ed.,

Consort, Alberta.

QUESTIONNAIRE TO TRUSTEES.

- Division #
- Date19 ..
1. Name
 2. Male or female?
 3. Age in years
 4. Marital status
 5. Occupation
 6. How long have you resided in Alberta? yrs.
 7. How long have you served on
 - (a) A Divisional Boardyrs.
 - (b) Any other school boardyrs.
 8. Indicate the time you have served in the following positions in the educational field:
 - (a) Chairman of a school board yrs.
 - (b) Sec.-Treas. to a school board yrs.
 - (c) Teacher yrs.
 - (d) Home and school executive yrs.
 - (e) A.S.T.A. Executive yrs.
 - (f) Youth Organizations (i.e. Scouts) yrs.
 9. How many children have you?
 - (a) Pre-school
 - (b) In school
 - (c) Completed grade X11
 - (d) Taking further training
 - (e) Who have completed advanced training
(specify below)
 - (f) Others(explain)

10. How many hours on the average, do you spend on school business each month?
- (a) At Board meetings hrs.
- (b) Other hrs.
11. How many A.S.T.A. Annual conventions have you attended?
12. How many years of formal education have you had in:
- (a) Public School yrs.
- (b) High School yrs.
- (c) University yrs.
- (d) Trade School yrs.
- (e) Teachers training yrs.
- (f) Formal Apprenticeship yrs.
- (g) Other formal training (specify) yrs.

The following questions are designed to survey the opinions of trustees on certain important educational matters in Alberta:

13. Evaluate the following items, by placing a check in the appropriate column, according to the degree in which, in your opinion, they hinder the centralization of schools:

	<u>Greatly</u>	<u>Somewhat</u>	<u>Little</u>
(a) Present curriculum set-up	_____	_____	_____.
(b) Teacher shortage	_____	_____	_____.
(c) Increased initial capital expense	_____	_____	_____.
(d) Added operating expenses	_____	_____	_____.
(e) Out of proportion building costs	_____	_____	_____.
(f) Shortage of building materials	_____	_____	_____.
(g) Public opinion	_____	_____	_____.
(h) Transportation Problems:			
i Vehicle Shortage	_____	_____	_____.
ii Condition of roads	_____	_____	_____.

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	<u>Greatly</u>	<u>Somewhat</u>	<u>Little</u>
iii Lack of suitable drivers	_____	_____	_____.
iv Other transport problems (Please specify)	_____	_____	_____.
(i) Lack of qualified teachers	_____	_____	_____.

By means of numbers 1, 2, 3, 4 placed in the blanks before the items

(a) to (i) please rate the items in the order in which they seem to you to hinder the move toward centralization. Place "1" in front of the strongest factor, "2" in front of the next strongest, etc. (rate four items only).

PLEASE COMMENT.

14. "A majority of the teachers begin teaching after one year of training.

By placing an X in the appropriate column, give your opinion of the teachers so trained, and in their first year of teaching, to:" etc.

	Very Good	Passable	Poor	No opinion
(a) Understand children
(b) Get children to do work
(c) Stimulate interest in school
(d) Put across what they teach

Do the beginning teachers, in your opinion, know enough about the courses

they teach:	<u>Yes</u>	<u>No</u>	<u>No opinion</u>
(e) In Division One
(f) In Division Two
(g) In Division Three

Have these beginning teachers had sufficient training in:

	<u>Yes</u>	<u>No</u>	<u>No opinion</u>
(h) Maintaining Discipline
(i) Completing necessary forms
(j) Organizing extra-curricular activities (i.e. sports, drama, music clubs etc.)
(k) Organizing a good timetable

PLEASE COMMENT

15. Do you think the program leading to the Junior Diploma (High School) is

- (a) Too short? (b) Too long? (c) Just right?
(Please encircle your answer).

16. Indicate by a check-mark (✓) what in your opinion, the minimum teacher training should be for:

	<u>Jr.E&I</u>	<u>Sr.E&I</u>	<u>Jr.Diploma</u>	<u>Sr.Dip.</u>	<u>B.ED.</u>	<u>M.ED.</u>	<u>B.A.-B.ED.</u>
(a) Teaching Elementary	----	----	-----	----	----	----	-----
(b) Teaching Intermediate	----	-----	-----	----	----	----	-----
(c) Teaching X&Xl	----	-----	-----	----	----	----	-----
(d) Teaching Xll	----	-----	-----	----	----	----	-----
(e) Principal Public School	----	-----	-----	----	----	----	-----
(f) Principal High School	----	----	-----	----	----	----	-----
(g) Vocational Councillor,H.S.	---	----	-----	----	----	----	-----

17. In the above questions, please place an "X" to indicate that training which you consider valuable, but not absolutely necessary in each case.

PLEASE COMMENT ON THE QUESTIONS.

18. If you were advising a young teacher in your Division who intended to become the principal of your largest school, what training would recommend?

(Circle choice) B.ED. M.Ed B.ED. B.A. OR B.ED. B.Sc.

PLEASE COMMENT

19. In your opinion, is the Junior Elementary and Intermediate Certificate sufficient training for teaching in: (Please circle choice)

- | | | | |
|-----------|---|-----|----|
| (a) ----- | Rural school. 25 - 30 pupils | yes | no |
| (b) ----- | A single room, 2 or 3 grades in a
graded school? | yes | no |
| (c) ----- | A room of one grade in a graded school | yes | no |

In the blanks before each item, please rate the jobs as to their relative difficulty by placing an "1" in front of the most difficult, a "2" in front of the next most difficult, and a "3" in front of the least difficult of these jobs.

PLEASE COMMENT

20. Bearing in mind the present system of financing education, do you think the children of your Division should have a composite high-school to attend.
(Circle choice) (a) In near future. (b) Eventually (c) Not at all.

ANY ADDED COMMENT WILL BE APPRECIATED

21. Put an "X" in front of any of the following items which, in your opinion are important factors in teacher shortage:

- (a) Prospective teachers fear Board dictation.
- (b) Isolation of rural schools.
- (c) Type of Work.
- (d) Salaries paid.
- (e) Out-of-school work expected of teachers.
- (f) Social standing of teacher in the community.
- (g) Restrictions on teacher's social conduct.
- (h) Teachers over-rate quality of work done in relation to salary.
- (i) Housing accommodations for teachers.

1. In your opinion, if the teacher is to be effective in the classroom, he must have a good understanding of the subject matter, be able to communicate this knowledge to his students, and be able to manage the classroom effectively. (a) Do you agree or disagree with this statement? (b) Why or why not? (c) What are the most important qualities of a good teacher? (d) How can a teacher develop these qualities? (e) What are the most common mistakes that teachers make? (f) How can these mistakes be avoided? (g) What are the most effective methods of teaching? (h) How can these methods be improved? (i) What are the most effective ways of evaluating student learning? (j) How can these ways be improved? (k) What are the most effective ways of motivating students? (l) How can these ways be improved? (m) What are the most effective ways of managing the classroom? (n) How can these ways be improved? (o) What are the most effective ways of dealing with discipline problems? (p) How can these ways be improved? (q) What are the most effective ways of working with parents? (r) How can these ways be improved? (s) What are the most effective ways of working with the community? (t) How can these ways be improved? (u) What are the most effective ways of working with colleagues? (v) How can these ways be improved? (w) What are the most effective ways of working with students? (x) How can these ways be improved? (y) What are the most effective ways of working with the school? (z) How can these ways be improved?

2. In your opinion, if the teacher is to be effective in the classroom, he must have a good understanding of the subject matter, be able to communicate this knowledge to his students, and be able to manage the classroom effectively. (a) Do you agree or disagree with this statement? (b) Why or why not? (c) What are the most important qualities of a good teacher? (d) How can a teacher develop these qualities? (e) What are the most common mistakes that teachers make? (f) How can these mistakes be avoided? (g) What are the most effective methods of teaching? (h) How can these methods be improved? (i) What are the most effective ways of evaluating student learning? (j) How can these ways be improved? (k) What are the most effective ways of motivating students? (l) How can these ways be improved? (m) What are the most effective ways of managing the classroom? (n) How can these ways be improved? (o) What are the most effective ways of dealing with discipline problems? (p) How can these ways be improved? (q) What are the most effective ways of working with parents? (r) How can these ways be improved? (s) What are the most effective ways of working with the community? (t) How can these ways be improved? (u) What are the most effective ways of working with colleagues? (v) How can these ways be improved? (w) What are the most effective ways of working with students? (x) How can these ways be improved? (y) What are the most effective ways of working with the school? (z) How can these ways be improved?

3. In your opinion, if the teacher is to be effective in the classroom, he must have a good understanding of the subject matter, be able to communicate this knowledge to his students, and be able to manage the classroom effectively. (a) Do you agree or disagree with this statement? (b) Why or why not? (c) What are the most important qualities of a good teacher? (d) How can a teacher develop these qualities? (e) What are the most common mistakes that teachers make? (f) How can these mistakes be avoided? (g) What are the most effective methods of teaching? (h) How can these methods be improved? (i) What are the most effective ways of evaluating student learning? (j) How can these ways be improved? (k) What are the most effective ways of motivating students? (l) How can these ways be improved? (m) What are the most effective ways of managing the classroom? (n) How can these ways be improved? (o) What are the most effective ways of dealing with discipline problems? (p) How can these ways be improved? (q) What are the most effective ways of working with parents? (r) How can these ways be improved? (s) What are the most effective ways of working with the community? (t) How can these ways be improved? (u) What are the most effective ways of working with colleagues? (v) How can these ways be improved? (w) What are the most effective ways of working with students? (x) How can these ways be improved? (y) What are the most effective ways of working with the school? (z) How can these ways be improved?

- (j) Pensions for teachers.
- (k) Teachers dissatisfied with salary despite short working hours.
- (l) Number of female teachers lost to profession through marriage.
- (m) Use of profession as "stepping stone" to other professions.
- (n) Teachers expect too much money for the length of the training
period they undergo.
- (o) Profession not properly advertised to prospective teachers.

PLEASE COMMENT ON TEACHER SHORTAGE.

22. Considering teachers' incentives to improve their qualifications, do you think that a teacher of 45 years of age who returns to University for an additional year's training is entitled to a higher increment for that year of training than a teacher of 25 who does the same thing?
(please encircle your choice)

YES NO

PLEASE COMMENT.

23. In your opinion, is it necessary for each school to have a flag and flag pole?
(please encircle your answer) YES NO

PLEASE COMMENT.

24. Considering teachers' incentives to improve their qualifications, circle the figure which you consider the sufficient increment for a young teacher (under 30) who has taken an additional year of University training.

\$150 \$200 \$300 \$350 \$400 \$450 \$500

PLEASE COMMENT

----- (1) Statement for the record.

----- (2) Statement of the witness, if any, and the facts and circumstances of the case.

----- (3) Statement of the witness, if any, and the facts and circumstances of the case.

----- (4) Statement of the witness, if any, and the facts and circumstances of the case.

----- (5) Statement of the witness, if any, and the facts and circumstances of the case.

----- (6) Statement of the witness, if any, and the facts and circumstances of the case.

----- (7) Statement of the witness, if any, and the facts and circumstances of the case.

----- (8) Statement of the witness, if any, and the facts and circumstances of the case.

----- (9) Statement of the witness, if any, and the facts and circumstances of the case.

----- (10) Statement of the witness, if any, and the facts and circumstances of the case.

----- (11) Statement of the witness, if any, and the facts and circumstances of the case.

----- (12) Statement of the witness, if any, and the facts and circumstances of the case.

----- (13) Statement of the witness, if any, and the facts and circumstances of the case.

----- (14) Statement of the witness, if any, and the facts and circumstances of the case.

----- (15) Statement of the witness, if any, and the facts and circumstances of the case.

----- (16) Statement of the witness, if any, and the facts and circumstances of the case.

----- (17) Statement of the witness, if any, and the facts and circumstances of the case.

----- (18) Statement of the witness, if any, and the facts and circumstances of the case.

----- (19) Statement of the witness, if any, and the facts and circumstances of the case.

----- (20) Statement of the witness, if any, and the facts and circumstances of the case.

----- (21) Statement of the witness, if any, and the facts and circumstances of the case.

----- (22) Statement of the witness, if any, and the facts and circumstances of the case.

25. Do you consider that it is the Board's moral obligation to arrange for adequate housing for their teaching staff?
(please circle answer)
- YES NO

PLEASE COMMENT.

26. Evaluate the training for a post-school vocation that the children of your division may get in your schools, considering the following vocations.
(Use a check mark to indicate your choice)

	<u>Column A</u>	<u>Column B</u>	<u>Column C</u>
(a) Agriculture
(b) Commerce and business
(c) Technical trades
(d) Further Academic Training

NOTE FOR SCORING.

Column A represents good training for the vocations listed, bearing in mind that our high schools are not, in their primary sense, vocational schools.
Column B represents only fair opportunity to learn these vocations at this level.
Column C represents poor opportunity at this level.

PLEASE COMMENT.

27. For the purpose of getting a province-wide survey of trustee opinion, please fill in below the figure, which to you would seem a fair percentage of cost of Home Economics and Industrial Arts to be borne by the Provincial Government:
-----% of the cost of Home Economics and Industrial Arts should be borne by the Provincial Government.

PLEASE COMMENT.

28. The accompanying diagram shows the floor plan of a primary room of a certain Alberta school. Would you criticize this set-up from an administrative standpoint? (Diagram on Page 10)

1. The first condition is that the country's economy and political situation be stable and secure.

(Signed by the President of the United States)

(Official Seal of the President)

ARTICLE II

2. The President shall have the right to appoint and remove, with the advice and consent of the Senate, all officers and judges of the United States.

(Signed by the President of the United States)

(Official Seal of the President)

Section	Article I	Article II
(a) Executive Power
(b) Commander in Chief
(c) Diplomatic Power
(d) Appointment and Removal

ARTICLE III

3. The judicial power shall extend to all cases of law or equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under the authority of the United States.

(Signed by the President of the United States)

(Official Seal of the President)

ARTICLE IV

4. The United States shall guarantee to every State in this Union a Republican Form of Government.

(Signed by the President of the United States)

(Official Seal of the President)

5. The President shall have the right to pardon and reprieve, and to grant respite, in all cases of law or equity.

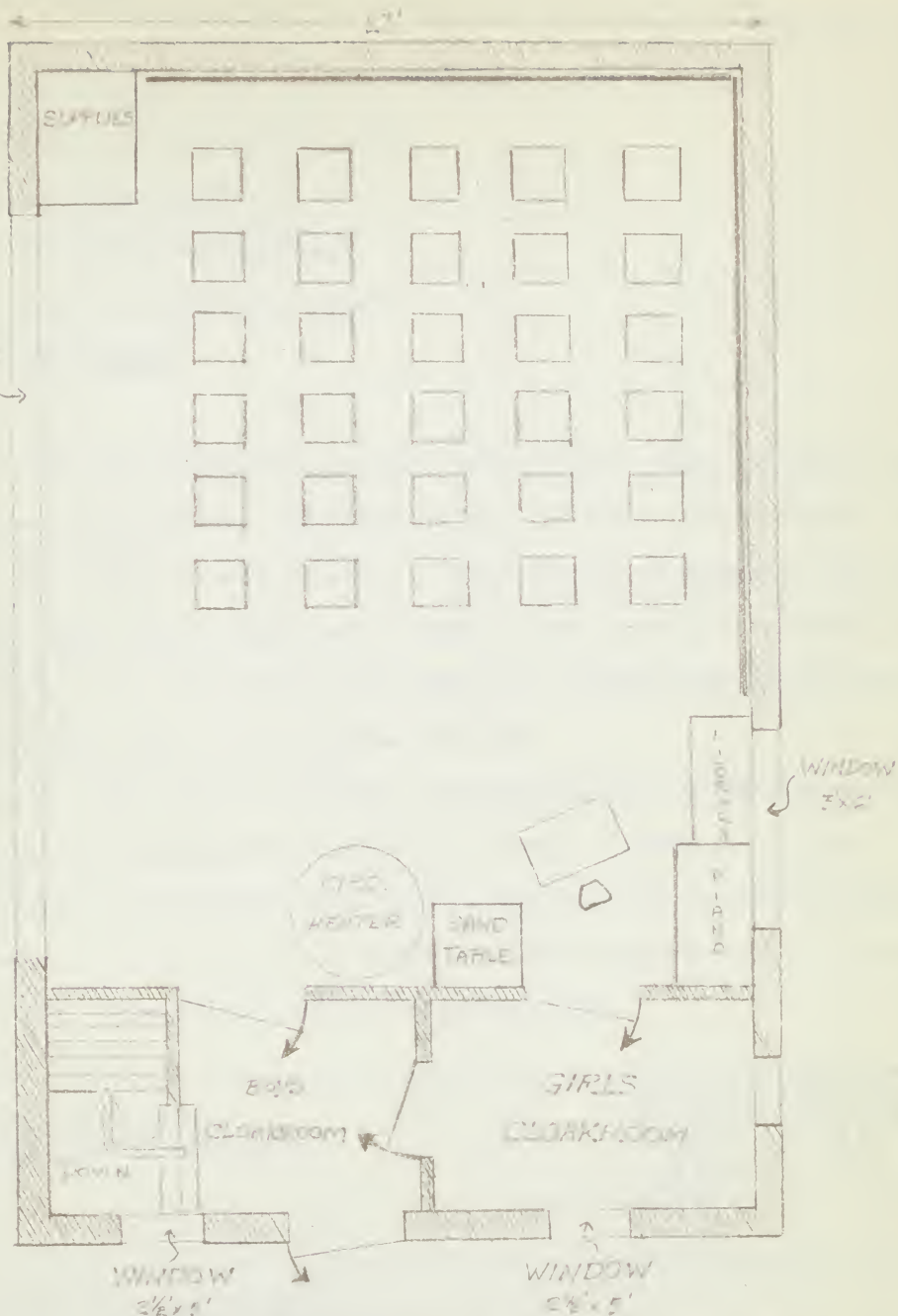
ARTICLE V

6. The President shall have the right to propose and to veto, and to call back, any bill or resolution passed by the Congress.

(Signed by the President of the United States)

(Official Seal of the President)

7. The President shall have the right to propose and to veto, and to call back, any amendment to the Constitution.



ITEM 28 - TILLOTTE QUESTIONNAIRE

FIGURE 2

In your opinion

(please put a check mark in blank following each)

YES NO No opinion

- (a) Is there enough floor space for customary school activity?
- (b) Is there sufficient window space?
- (c) Is the school safe?
- (d) Is the heating satisfactory?
- (e) Is there sufficient air space?

PLEASE ADD YOUR COMMENTS

(Note: The above building is separate from the main school building. Frame and stucco construction. Varnished woodwork and desks. Oiled floors. Dark tan and deep brown trimming interior. Winter privvy and heater in full basement).

29. In order that some concensus may be secured about the aims of secondary education in Alberta, it is desired that you examine the sixteen formulations below. Your decision about them may be recorded this way:

- (a) Decide which should be primary, secondary and minor by placing an "X" opposite each aim under the appropriate heading. (columns 1, 2, 3, 4.)
- (b) Consider only those you have recorded and rank them in order of importance by placing a "1" in column 1 to indicate the most important, "2" for the next in order, etc. Disregard all except the primary aims.

Various Aims of Education
(Not in any order of precedence)

Column 4
Minor Aims
Column 3
Secondary
Aim
Column 2
Primary
Aim
Column 1
Aim
Order of
Importance
of Primary
Aims

A. Cultivation of a High Standard of
Academic Work. Necessarily restricted
in range. High Examination results.

B. Cultivation of a wide, if rather
superficial range of subjects academ-
ically. Examination results ^{un}important

	Column 1	Column 2	Column 3	Column 4
C. Academic training by means of " <u>Civics</u> ". " <u>Economics</u> , <u>etc.</u> for <u>Citizenship</u> ."				
D. <u>Training</u> (including a fair amount of time and labor) to <u>Produce Sound Character</u> i.e. Reliability, Honesty, Punctuality, Unselfishness, etc.				
E. <u>Good Craftmanship</u> . Method, Neatness, Good Handwriting and Spelling. Polished work and high standard of "Finish" in everything.				
F. <u>Sociability Societies</u> and clubs, Teaching of good manners and good speech. Perhaps some form of self-speech. Perhaps some form of self government.				
G. Wide interest in everyday life and culture by means of many clubs, films, exhibitions, hobbies, reading, etc.				
H. <u>Vocational Training</u> . Special courses for Careers, Typing, Shorthand, Engineering, etc.				
I. <u>Physical Fitness</u> and sportsmanship. Sports, Gymnastics, School and Inter-school Games. Idea of a <u>Sportsman and a Gentleman</u> .				
J. <u>Sense of Community Service</u> by means of practical lessons, "Social Squad" work, "Lads' Club".				
K. <u>Sense of World Brotherhood</u> . Visits to foreign lands. Courses in several foreign lands. World History, etc.				
L. To develop a keen sense of religion and spiritual values by close study of the Bible and the lives of great men and women.				
M. To <u>Become One's Own Teacher</u> . To be ready and keen to continue learning when school days are over. Learning how to think.				
N. <u>Manual Dexterity</u> . Wood and Metal work, Arts, Crafts, Practical Science, Gardening, etc.				
O. <u>Initiatives and Self-Confidence</u> . By giving wide and important responsibilities in school life.				
P. <u>Emphasis on the past</u> rather than on the present. Keeping in mind that the past bears on the present, and schools may be the only place where the majority will be made aware of the heritage of the past.				

QUESTIONNAIRE TO TEACHERS

NAMEDivisionNo....

NOTE: PLEASE DRAW A CIRCLE ABOUT THE RESPONSE YOU CHOOSE.

1. (A) In your Division, are school buses used for extra-curricular activities:
(i) Regularly (ii) Sometimes (iii) Not at all
- (B) If busses are used as in (A), who pays for the charges?
(i) The Board (ii) Board pays part only (iii) User pays
- (C) When new sports equipment is needed who pays for it?
(i) Board (ii) Partly by Board (iii) Other
- (D) Is a movie projector available
(i) In most of your schools? (ii) In larger centres only?
(iii) Not at all
- (E) When a movie projector is purchased, what percent of the cost is borne
by the Board?%
- (F) If you hold a track meet, are the expenses borne by the Board?
(i) Completely (ii) Partially (iii) Not at all
- (G) Is such a track meet held on a school day? (i) Yes (ii) No
- (H) If you hold a Musical Festival, are the expenses borne by the Board?
(i) Completely (ii) Partially (iii) Not at all
- (I) Are school buildings used for community activities such as drama clubs,
discussions, dances, etc.?
(i) Freely (ii) Sometimes (iii) Not at all
2. Are teachers consulted in decisions regarding rates of rents and other matters
concerning teacherages? (i) Yes (ii) No (iii) Sometimes
3. Are teachers present at Board meetings which are concerned with the placement
of teachers? (i) Regularly (ii) Sometimes (iii) Not at all

(Master of Education Thesis, M. T. Sillito, J. D. McFetridge, 7011 - 109th Street,
Edmonton, Alberta.)

QUESTIONNAIRE TO SUPERINTENDENTS.

NAME: _____

DIVISION: _____

Professional positions for the past five years.

1. In the Post-War period, approximately what percentage of the administrative positions in your division have been filled from

(a) your established teaching staff _____%

(b) by appointment of newcomers _____%

2. About what percentage of your staff live in

(a) Divisional owned houses _____%

(b) Houses arranged for by division _____%

(c) In houses arranged for by teachers themselves _____%

3. Evaluate the following items by placing a check in the appropriate column according to the degree in which, in your opinion, they hinder the centralization of schools:

Greatly Somewhat Little

.... (a) Present curriculum set-up	_____	_____	_____
.... (b) Teacher shortage	_____	_____	_____
.... (c) Increased initial capital expense	_____	_____	_____
.... (d) Added operating expenses	_____	_____	_____
.... (e) Out-of-proportion building costs	_____	_____	_____
.... (f) Shortage building materials	_____	_____	_____
.... (h) Transportation problems:			
i Vehicle shortage	_____	_____	_____

1. The following information is for the year 1950-1951.

2. The following information is for the year 1951-1952.

3. The following information is for the year 1952-1953.

(a) The following information is for the year 1950-1951.

(b) The following information is for the year 1951-1952.

(c) The following information is for the year 1952-1953.

(d) The following information is for the year 1953-1954.

(e) The following information is for the year 1954-1955.

(f) The following information is for the year 1955-1956.

4. The following information is for the year 1956-1957.

5. The following information is for the year 1957-1958.

6. The following information is for the year 1958-1959.

7. The following information is for the year 1959-1960.

8. The following information is for the year 1960-1961.

9. The following information is for the year 1961-1962.

10. The following information is for the year 1962-1963.

11. The following information is for the year 1963-1964.

12. The following information is for the year 1964-1965.

13. The following information is for the year 1965-1966.

14. The following information is for the year 1966-1967.

15. The following information is for the year 1967-1968.

	<u>Greatly</u>	<u>Somewhat</u>	<u>Little</u>
ii Condition of roads	_____	_____	_____
iii Lack of suitable drivers	_____	_____	_____
iv Other transport problems	_____	_____	_____
(Please specify)	_____	_____	_____
.... (i) Lack of qualified Teachers	_____	_____	_____

By means of the numbers 1, 2, 3, 4 placed in the blanks before the items (a) to (i) please rate the items in the order in which they seem to you to hinder the move toward centralization. Place "1" in front of the strongest factor, "2" in front of the next strongest, etc.

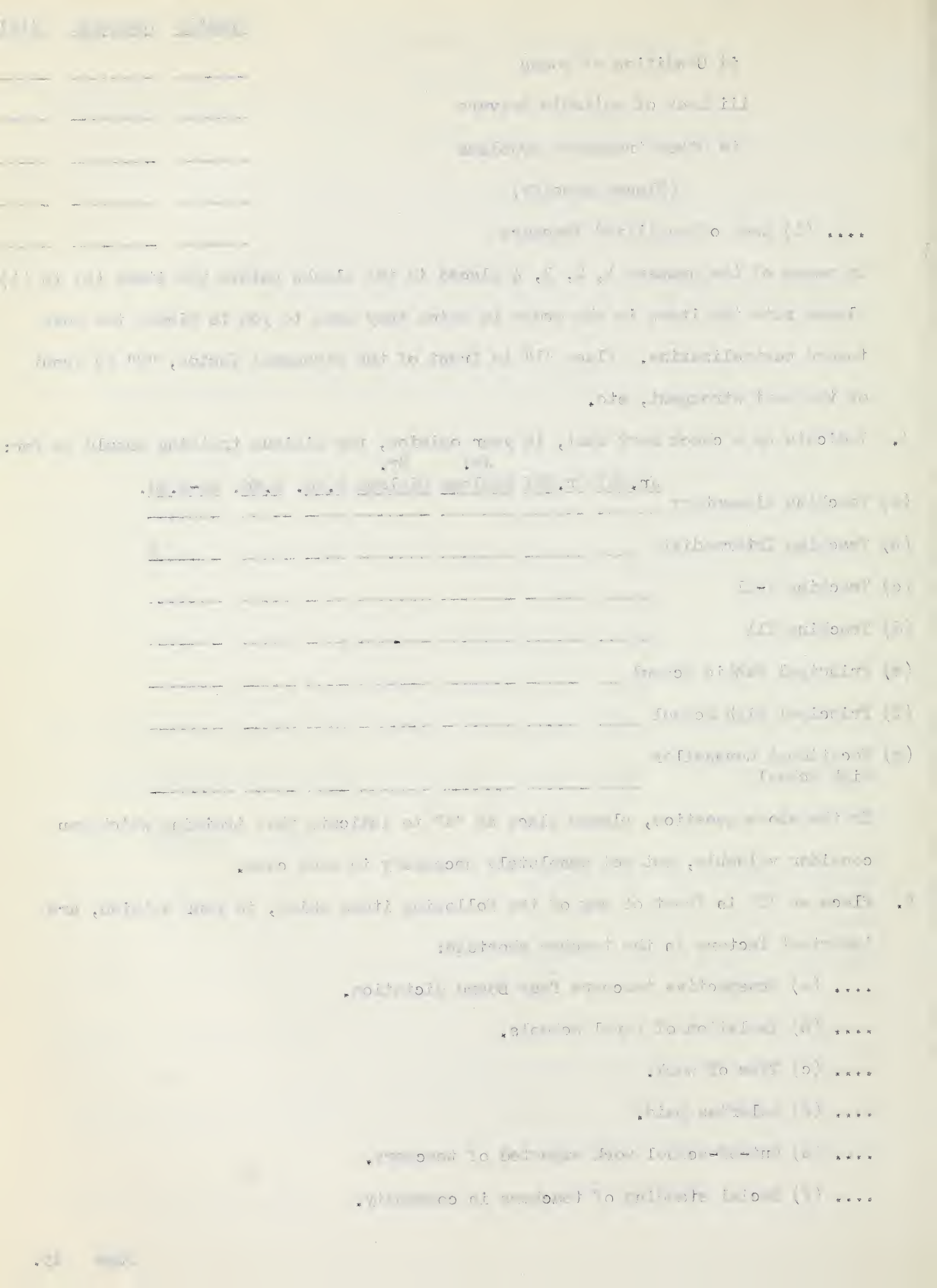
4. Indicate by a check mark what, in your opinion, the minimum training should be for:

	<u>Jr.</u>	<u>Sr.</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Diploma</u>	<u>Diploma</u>	<u>B.Ed.</u>	<u>M.Ed.</u>	<u>BA-B.Ed.</u>
(a) Teaching Elementary	_____	_____	_____	_____	_____	_____	_____	_____	_____
(b) Teaching Intermediate	_____	_____	_____	_____	_____	_____	_____	_____	_____%
(c) Teaching X-XI	_____	_____	_____	_____	_____	_____	_____	_____	_____
(d) Teaching XII	_____	_____	_____	_____	_____	_____	_____	_____	_____
(e) Principal Public School	_____	_____	_____	_____	_____	_____	_____	_____	_____
(f) Principal High School	_____	_____	_____	_____	_____	_____	_____	_____	_____
(g) Vocational Counsellor High School	_____	_____	_____	_____	_____	_____	_____	_____	_____

In the above question, please place an "X" to indicate that training which you consider valuable, but not absolutely necessary in each case.

5. Place an "X" in front of any of the following items which, in your opinion, are important factors in the teacher shortage:

- (a) Prospective teachers fear Board dictation.
- (b) Isolation of rural schools.
- (c) Type of work.
- (d) Salaries paid.
- (e) Out-of-school work expected of teachers.
- (f) Social standing of teachers in community.



- (g) Restrictions on teacher's social conduct.
- (H) Teachers over-rate quality of work done with respect to salaries.
- (i) Housing accommodations for teachers.
- (j) Pensions for teachers.
- (k) Teachers dissatisfied with salary despite short working year.
- (l) NO. of females lost to profession through marriage.
- (m) Use of profession as stepping stone to other professions.
- (n) Teachers expect too much money for the length of training period they undergo
- (o) Profession not properly advertised to prospective teachers.

6. Underline the subjects which are taught in your division:

English 3	Electricity ...1 ...2 ...3
Social Studies 3	Automotives ...1 ...2 ...3
Algebra 2	Printing ...1 ...2
Trig. and Anal. Geom.	Arts and Crafts ...1 ...2 ...3
Geometry 1	Fabrics and Dress ...1 ...2 ...3
Chemistry 2	Home-making ...1 ...2 ...3
Physics 2	Animal Science XXX ...1 ...2
Latin 3	Plant Science ...1 ...2
French 3	
German 3	
Biology 2	
Bkpg...1 ...2 ...3	
Stenography ...1 ...2	
Typing ...1 ...2	
Office Practise ...1 ...2	
Secretarial Training ...1	
Woodwork ...1 ...2 ...3	
Metalwork ...1 ...2 ...3	

(Please return to Mr. Sillito, Consort, Alberta.)

... (1) ...

... (2) ...

... (3) ...

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APPENDIX II

COMMENTS OF TRUSTEES (VERBATUM)

APPENDIX II

COMMENTS OF TRUSTEES (VERBATIM)

Comments on Question Thirteen

"This area being pretty well in the foothills make centralization a tough problem as roads are poor and are impassable many weeks at a time."

"Taking it all through, except for capital expenditure, there is practically nothing to hinder centralization. In fact the Board and 85% of the ratepayers are for it."

"Parents also protest when high school students are removed from their farm responsibilities. Many feel that large centralized High Schools, entailing dormitories are not to be tolerated as only part (small) of students go on to University and the practical training given at home on the farm, with its work and responsibility, together with the family group is more important than the added cultural value of a central High School even with good technical and business courses offered."

"People living away from Main highways and Van routes see other children served and insist on like service. The Department's insistence on standardized vehicles and the law enforcement drive are beyond reason and control and ~~cause~~ cause costs to mount."

"Usually operating costs are less in centralization, therefore an incentive."

"I would estimate that cost per capita of education in adequate new modern buildings and with new curriculum and optional courses and reasonably well qualified teachers had almost doubled the cost of the one room school. (Including vanning costs)."

"People in this Div. are asking for centralization - yes insisting on it, where it is next to impossible to provide, owing to lack of gravelled roads and accomodation at Village centers. Only in rare cases is there any opposition and that arises mainly from parents fear of children waiting at Bus stops when Bus might be delayed in very cold weather."

"Loss of equalization Grant with reduced number of operating schools and increased operating expense due to van costs . . ."

Comments on Question Thirteen continued

"... more co-operation between council and school boards."

"In some respects centralization has been for the better, mainly the training of Shop and home Ec. Typing etc. As for being able to obtain better qualified teachers for centralized teaching. NO. Since I have been on the Board I have noticed something that I don't like. We have had teachers with degrees, and while I am unable to exactly explain the reasons, I do believe that many humans should never go beyond a certain point in advanced education. It has been said that enough is enough of anything. If they are unable to put it across without a tempermental reaction then it is useless if it affects them to the extent that they continually let you know how superior they are to their fellow man, then they are both a newsance to themselves as well as society."

"Our building costs are too high. Architects fees (are) out of all porportion to what they do. We will build 3-4 roomed school this summer at an estimated cost of \$62,000 each using the same set of plans in each case and we as a board must pay 5% on the contract price of all three buildings to the architect."

"Its hard to get public opion in favor of centralization of school due to safety problem, in connections with drivers and especially roads condition of roads year around is big problem then of course there is the problem of expense and change over means expense and people are just about taxed to limit now."

"Centralization came into effect after a series of bad years for farmers. They still cling to the idea of a local community. Costs of improvements, including "teachers qualifications" is out of proportion with our ability to pay".

"In a visit to the Red Deer school last year I consider this set up a big step forward in education, the fact that pupils from all over Alberta attend this school they must be giving pupils what they want, a number of pupils attend from this division ..."

"People are very much opposed to the Dormitory system. Pupils of higher grades are so far from any one centre that it is impossible to offer anytning outside ordinary studies plus elementary shop. Roads are far behind and will be more than five years before they are really in shape for present van service"

Comments on Question Thirteen continued

"(b) and (i) Teacher shortage has accelerated centralization in our division.

(g) Public opinion cannot hinder centralization for it was forced on the people without a plebiscite. There is still a lot of opposition to the scheme. In our div. the school bus runs by the door of some parents who refuse to use it because of road hazard. These parents supply horses."

"...but there are still a number of people who say "we were forced in-to it against our will". It seems to me that the cost of centralization is higher than some smaller schools could operate with but on the other hand the same advantages cannot be supplied. Capital expense it seems must be supplemented from some other source."

"Centralization in thickly-settled districts close to town is not too much of a problem but in sparsely-settled ranching country is desirable but almost impossible mainly because of the bad roads and long distances between ranches."

"...parents prefer having their children at home to assist in doing chores. We are building quite a large School at and have had no serious shortage of building materials. It is the parents who need to be educated regarding any change in Education."

"In my opinion the lack of adequate roads necessitating the curtailment of proper van services constitutes the greatest hinderance to the successful centralization of schools. This factor alone is largely responsible for any adverse public opinion which exists. The high cost of building material and labor limits the majority of school boards to the erection of makeshift school centers, lacking proper sanitation, class room facilities, etc. all necessary to obtain the proper advantages of centralization."

"Antagonism between hamlets makes it hard to organize public opinion favouring centralization."

"In this area, question of control amongst three divisions rates No.1 in hindrance towards centralization."

"Centralization usually in a Town or village is eagerly supported by residents of each places, as it tends to aid in their development. Rural residents who produce the means to make centralization possible resent the fact that the rural areas are supposedly not worth development. To reverse the issue and say "Let us educate children among clean wholesome surroundings" would bring a great wave of protest from the present supporters."

Comments on Question Thirteen continued

"Under the present road conditions we can not pick up all children at there door, and some people seem to think that we should pick them all up at there door or none. Even if we should have to travel four extra miles for one child."

"Out greatest problem is obtaining money to provide school buildings and to provide proper busses. Gravel roads are needed and more money for snow plowing in the winter."

"Many ratepayers think it will raise the cost, many have a number of 1/4 sections and family has grown up and all they can see is the taxes they are paying these and the Bachelors are the worst."

Comments on Question Fourteen

"Teachers say they do not learn much at Normal experience is the best teacher."

"...not taught that maintaining discipline is important".

"Some people never learn others improve with experience, which is(the) best teacher."

"The only excuse for 1 yr's training must be "shortage of teachers". On no other term is so short a term justified."

"All permanent teachers need more than one year of professional training."

"Personally I can't answer these questions by yes and no as we get some very good teachers under the one year training. One year is not enough and many of the teachers are too young to cope with all the problems they face but I would say most the answers to the above depends on the individual."

"Not obtained by theory but by experience. Many from families where they have younger brothers and sisters have that experience. I believe their difficulty lies not in not knowing but lack of ability to impart it to pupils. ...but some have it naturally and some never have it or get it, regardless of training."

"The average teacher will prove quite capable in grades 1 to 5 after that if they are not able to keep disipline they should not teach school degrees and all the rest of it are useless."

Comments on Question Fourteen continued

"Discipline with little tots is a ticklish thing, they should be taught; the teachers I mean more the workings of a young child's mind. ...Hospital warns against the employing of highly intelligent, nervous teachers in primary rooms."

"Average teacher just out of school are representative of the type of schooling we have been giving them".

"Teachers just beginning do not get enough help from inspectors or their assistants."

"In view of the fact that the life of the one year trainee as a teacher is only about five years I think that one year's training is plenty."

"Too much academic not enough practical training."

"The majority of our beginning teachers do very satisfactory work and they are enthusiastic. Of course there are some misfits. Personal conduct is often deplorable (public drunks, petting etc.)."

"Some do but others do not!"

"I feel incapable of expressing my opinion as to the degree of book learning and training deemed necessary to the teaching of any grade of pupils. I realize that the accumulation of the facts of science and arts are necessary before they can be imparted. But question if this makes a teacher. I have seen teachers of limited learning and training doing a far better job of imparting knowledge than others of higher academic standing. Some in the profession appear to be in possession of that talent which enables them to lead a child to the threshold of his own mind far more than others and if this be missing any degree is largely nullified for the purpose of imparting knowledge."

"As these questions apply more to the work of the Supt. trustee comment is difficult."

"I believe they have a better understanding of how to teach present curriculum and more modern in methods."

"Some are real good."

Comments on Question Fifteen

"Am not sure what would be the best training for Elementary teacher

Comments on Question Fifteen continued

but I firmly believe it is the most important of all and regardless of cost should have the best trained teacher for beginners possible so as to ensure pupils proper grounding and proper attitude towards work. As small pupils are great imitators, their teachers should be especially good in manners and English.

I realize that my opinion on above questions as indicated by check-marks re 16 may be far from the best. School boards I believe usually rely on superintendents advise as it is hard for the average trustee to keep in touch with what the different courses and degrees fit the teacher for.

My observation leads me to definitely believe that many teachers are taking degrees not so much to improve their worth as teachers, as to get into the higher brackets in the Sal. Sched."

"Depends somewhat on the pupil."

"Not well enough informed to say."

Comments on Question Sixteen

"I do not feel capable of giving an intelligent answer to the majority of the above questions so will not attempt an answer or opinion on any of them."

"These questions cannot be condensed into a strict formulae. The set-up of our present of Education is satisfactory to me. Teachers are born, not made. I've had old timers not worth their Board; Supervisors that "put it across" better than qualified teachers. Personality quite often is more successful than routine and dogmatized teaching."

"I have known many teachers, without any University education, who were better teachers than many teachers with two degrees. This includes all high school grades as well as other grades. A University degree should make a good teacher better, however, no amount of education will make some people good teachers."

"I feel that the answers to this question, and probably #14, should come from those, who have had experience in the class-room, which I have not

Comments on Question Sixteen continued

had, that is, in the role of teacher. Teaching our children, is in my opinion, the most responsible position in the world to-day - consequently who can say how much minimum training or qualification a teacher should have.? As far as grading them professionally, I have marked my answers, but my real answer is "no teacher can have too much training - a minimum of training will, exceptions excepted, produce minimum results."

"I am firmly convinced teachers should be paid on teaching ability not only on academic standing."

"It would seem to me that an Arts Degree would be best for a Vocational Councillor and be a mature person who had some knowledge of Economics, Commerce, and Agriculture coupled with knowledge gained by travel. One should have enough "horse sense" to be able to see and point out potential demand for creative work."

"Nearly all teachers are lacking in organizing extra curricular activities. If a teacher takes semi part in a district in extra curricular activities she or he seems to get better co operation from pupils and parents."

"This should also be answered by Superintendents. Having these diploma's doesn't mean anything when it comes to meeting public, imparting knowledge to children and maintaining proper discipline."

"Best teaching results are not always obtained by a teachers degree standing but on the average it is a great help to them especially from grade 9 to 12."

Comments on Question Eighteen

"None of these degrees courses offer any training for principals in Alberta. Try some of the U.S. Universities (and I'm a Canadian) any degree and experience under a good principal."

"While I am not acquainted with the training involved in a BED and M.ED it certainly should be designed to provide more administrative training."

Comments on Question Eighteen continued

"Our teachers seem to lack the training to direct rural pupils along the lines of their probable life - farming and farm house keeping mainly."

"His past record would influence me more than the degrees he held."

"Any one appears satisfactory."

"The more education the better."

"I would advise him to go as far as his circumstances and ability permit him to."

Comments on Question Nineteen

"I believe the rural school with all grades from I to VIII and often IX is a very difficult task for any teacher and feel that first year teachers should have the junior rooms in a graded school with principal and others to help."

"I do not think the question on sufficient training can be answered by a definite yes or no for too much depends on the individual taking the instruction, the same class may have both poor and good teachers."

"Two grades to a room are almost ideal more lead to neglected students and poor schoolroom habits in pupils."

"Experience under good guidance I think is more helpful than additional training."

"The most difficult job (above) usually comes to the less able teacher, at a lower salary! in Alberta! Centralization seems to be the only satisfactory answer."

"When we have nothing but supervisors in our rural schools for many years its only natural that any kind of a teacher looks good to us. It is hardly to be expected that teachers can reach professional status with one years training. Speaking as a trustee I'd say we couldn't afford to hire the kind of teachers we would like to have."

Comments on Question Nineteen continued

"Would say no if we could afford to pay the difference for a degree teacher."

"These teachers are taught Ancient History where they should know methods of teaching and child psychology."

"First you have to have people to love teaching and that training starts when they start school we must get teachers to teach teachers."

"The above cannot be answered by yes or no or 1,2,3 a teacher must have experience to find out which class room is most suitable."

"The average rural school demands a versatile teacher one of exceptional teaching ability. "Just a rural teacher" to many has a stigmatizing sound while the word graded carries a recommendation in itself. Rural teachers have been the means of turning out more good Canadians than other one factor."

"Most teachers make teaching a stepping stone to something else a little longer training course would eliminate a lot dead wood."

"I believe the rural School Teacher should have the best training possible for school work, plus a course in diplomacy and first aid."

"I consider the professional training, attitudes, personality, etc. much more important than academic training."

"The rural ungraded school is a great problem in organization and discipline and burden of work of many grades. The rural school teacher is on her own unable to get much supervision or advice."

" "Teachers are born not made". We have had very highly educated teachers who were almost a complete failure and Supervisors who made a success teaching. Some teachers should never teach or rather "keep school"."

"I believe a teacher with limited training is just as good (in many cases) as one with more training."

"In most cases young teachers coming out of the Faculty are neither trained right or enough to handle a rural school. But do an excellent job in graded school with 1 or 2 grades."

"Many excellent teachers have low rated certificates. Some very poor teachers have high rated certificates. The natural ability and desire is very important; But is not classified."

Comments on Question Twenty

"My opinion is there should be only four or five composite High Schools in the Province large enough to accomodate all pupils."

"I think the average child who does not expect to enter the professions will make a better citizen with an education where acadamic and technical courses are fairly evenly balanced."

"There is too much effort on part of parents to make children white collar men instead of men among men. Option of student on a course of his choice would be better."

"My answer "eventually" a but I think the method of financing will have to be considerably revised - in order to pay for, and operate such schools for all.

While these schools have still to prove themselves, I believe they are a step in the right direction - I cannot support the idea of smaller hi-schools, say 2-4 rooms, which, from my experience in this Division, are favored by the public. In such schools, it is not economic to offer more than a few of the optional subjects - these are costly from the financial point-of-view in the way of equipment, and only partly fill the needs of the various students. The composite Hi-school is the only other alternative to the small Hi-school referred to above except the smaller Hi-school, which I regret to say is still in some favor, by parents, who argue (1) We want our Hi-school in our own toen, if there are only (say) 6-12 students in attendance - give them a skeleton curriculum, provided they can get Gr. XII diploma, rather than send them elsewhere. (2) Small-town pride, - why build up the next small-Town's school.

Conclusion, the Composite Hi-school, in theory at any rate, seems to be the answer."

"With our Public and High Schools in the division, and the Agriculture, Technical schools, and University in the Province, I don't think a Composite high school needed in smaller divisions. But would be good in a larger area."

"I'm not convinced. The whole system seems to be too easy and disciplined thinking has suffered in order to provide a lot of practical frills that do not retain the substenance of a fundamental " Schl. ideal program."

"There is not enough hours in the school life of the pupils to absorb more than they are now getting. Let them go onto Prov. School of Agriculture or Technical School as they choose."

Comments on Question Twenty continued

"Not now because of transportation difficulties and costs."

"All children should have the privelege to attend high school and also further training according to choice."

"In order to satisfactorily carry out a project for composite high school it takes to large an area, distances for students to be conveyed is to great a hazzard on highways where every thing imagineable is being transported, to great a distance is bad anyway."

"One only needs to consider the great drop in H.S. attendance where only acedemic subjects are taught to realize the need to give instruction in the business of using ones hands."

"As we tend more and more to specialization a composite H.S. is inevitable but the public must be educated to this necessity first."

"Lack of policy in the dept of education is hindering this."

"Regardless of finances the rural children should have these courses now. Why not teach them mechanics etc. rather than have them learn it the hard way."

"Cost of present education as born by taxes are at too high a level if market prices slump."

"Higher provincial grants for capitol expenditures would help a great deal."

"...I do think they are fine, but only one for every 3 or 4 Divisions other wise they will be to expensive."

"The composite high school should be available to any child in the division who wishes to attend."

"In a division such as this, the cost of a composite high school is much too high under the present method of school financing. High School population too small."

"As soon as Pupil Load Justified expense."

Comments on Question Twenty-one

"In a new country such as Alberta I believe that there are so many more opportunities in private enterprise that civil service in spite of its permanency and pensions does not appeal as much as a chance to be one's own boss and a chance to strike it rich in a hurry.

As the majority of teachers are women marriage the main objective in most womens lives a continual drain on the profession is unavoidable and until the profession becomes more stabilized with men holding most of jobs, it seems that a large turnover in personnel is certain especially in boom periods."

"The A.T.A. endeavoring to maintain a teacher shortage. The poor teacher's most dissatisfied with salary."

"The general attitude of the public towards teachers, for instance hardly any one wants to be "bothered" with boarding a teacher has something to do in creating a teacher shortage."

"Teachers is a title given to all persons who preside in a classroom after short training period regardless of qualifications re their ability to teach."

"Too much adverse propaganda by A.T.A. and some teachers. Superintendents and Officials of Dept. of Education should have higher salaries. Higher salaries should be paid to teachers who are outstanding in their work and results - the same as people in other professions. Get away from insisting that all teachers - good, bad and indifferent be paid the same."

"The professional ranks are always starved during war-time - lots of jobs, in towns, where the standard of living is higher, plenty of social life, with plenty of money to indulge in it freely - in short the easiest way of getting through life - why bother with study, long and expensive training with no returns while training.

This trend towards easy living is carried over into the post-war period, and only necessity or education will change it. Why should this shortage continue?. I have marked 4 reasons in your question - but they are only a small part of the cause behind this shortage - the real reason, to my mind is to be found in the small numbers of young people, who today look upon life as anything other than having a good time. Such an outlook will not send the numbers, that we need, into the teaching profession (e.g.)-

The only way to stop this trend is through education, and example, a rather slow process, but now is the earliest time that we can start.

Comments on Question Twenty-one continued

So let us reconsider as to what our aims in education should be. I think (for what it is worth) that we should back off somewhat from the line we have been following of late, which has been too much along the idea of training for a specific job, from which to make a living, coupled with too great an effort to develop each individual personality to make such a personality attractive and popular - rather should we not first make sure that our young people have a solid grounding in the basic truths that have come to us from the past. Such as service, and satisfaction from service, and jobs well-done etc. - then I think the teacher shortage will take care of itself - for what greater satisfaction can anyone desire than the task of starting the next generation off on the right foot along the road of service to others, which alone in the end merits and gains the respect of our own and succeeding generations. The necessity of a job may give us teachers; education alone will give us the kind of teachers which we require. We still meet some of them, but not enough."

"No doubt salaries were too low but teachers organization advertised so many abuses to their profession that many young people were convinced it must be bad, rather than put emphasis on the challenge of the profession."

"Re (o) This is where Hi-school principals could do good service in providing good prospects but, I wonder if they want the supply kept up to the point where teacher shortage will vanish."

"I believe our teacherage shortage is about over."

"This was caused by war conditions and will soon again be normal."

"When the department first proposed a two year course for normalites they stopped hundreds of girls from training. We are just recovering now and my guess is we are heading for a surplus."

"Not if the A.T.A. Magazine is a type of advertising."

"Many reasons have been put forth for the teacher shortage but none of them in my opinion were responsible. First and foremost is the one put forth by the Teaching Profession that salaries are too low in comparison to that paid to other professions. They put themselves in the same category as doctors etc. There is no comparison in the time and cost before one can enter his profession and begin to earn one's livelihood. Under our present system of training teachers, which I consider quite satisfactory, a student after receiving eight months normal training can enter his profession and thereby earn sufficient money to continue his training either by attending

Comments on Question Twenty-one continued

Summer School or by getting a leave of absence and taking it a year at a time. This is the only worth while profession that I know of in which this can be done.

CLAUSE B. is also given as a reason. It is true that the rural areas are without teachers, but this is because there simply is not enough teachers to go around.

CLAUSE L used to be one of the main reasons for teachers dropping out of the profession but it is not so any longer. Young married teachers continue in their profession and usually because their husbands are not earning sufficient to provide them with apparel equal to their profession.

CLAUSE M has been, is any always will be and I for one would not have it otherwise. Were it otherwise many other worth while professions like the medical profession would suffer to a greater extent than the Teaching Profession. It is quite essential it remain a stepping stone whereby energetic young men and can find a way to help themselves climb the ladder of success."

"Higher salaries and better living conditions in rural areas would attract more to profession."

"Teaching profession isn't shown in proper light. Why aren't pupils in Grades X XI XII properly screened and advised towards future employment?."

"Teachers should go into profession because they love teaching."

"We have no serious teacher shortage, we pay good salaries, Our schools are well equipped and are kept bright and clean. Teacherages are quite warm, convenient and well furnished. We try to be courteous and agreeable with them."

"Present salary rates will soon see an end to the shortage."

"Parents criticism and interference. "Tounge wagging." "

"Teachers run down the conditions to keep the shortage for their own ends."

"I think that one of the greatest reasons for our teacher shortage is the fact that our present teachers claim that they are not treated fairly and do very little to encourage our high school students to go into the profession."

Comments on Question Twenty-one continued

"One of the main reasons seems to be teachers do not like going to isolated districts especially where living accomodation is not good. There appears to be no shortage of teachers for centralized schools."

"Most young teachers dissapprove of 10 or 12 yearly incruments as it takes them to long to get reach the max. With the result of another resignation I believe in 5 years Incruments and Double same."

"Teachers do not "sell" their profession to the public or to prospective teachers."

"We are working out of teacher shortage and expect that we will not have to employ supervisors this year."

"Bursaries that are being offered will make up the shortage in a few years."

"Derogatory propaganda A.T.A. Magazine."

Comments on Question Twenty-two

"When a teacher of 45 years of age returns to University it definitely shows that he is very much interested in improving his teaching methods. One 35 years of age may only be concerned in an increase in salary."

"Any person who has taught as long as former tends to become set in his ways and habits which are hard to break."

"Any differentiation would be difficult to provide in a salary schedule and would be hard and impractical to justify."

"He has not so many yrs. of usefullness to his employers ahead of him."

"I would confine my opinion to from 25 to 40 in any case in teaching profession only a certain no of teachers are able to really qualify as efficient and able to put over the work, all others with all the degrees are only a burden of expence."

"A teacher who is 25 has many more years of production than one who is 45 and their minds are more receptive to ideas and changes. A great many of these old teachers are just a bunch of old goats. For them there is only one way and that is their way."

Comments on Question Twenty-two continued

"If it takes a teacher that many years to improve him(her)self, he (she) was not sincere to give the best in the first place."

"Both are improving their qualifications for the same reason. Therefore both should be rewarded equally."

"If he has a good record."

"I hope the day will come when teachers will be paid for a job well done rather than for an academic cert. Service rendered instead of book learning."

"On the assumption that the teacher of 45 is a family man only."

"Under the present set up that is the only way a 15 years of experience teacher can get a raise in wages."

"Can see no reason why age should enter this question."

"I think it is usually only because of additional salary that they will return for more training at that time."

"You can't show an old person new trick."

"Surely the teacher who has taught twenty five years would be able to derive more benefit from an added year of training."

Comments on Question Twenty-three

"(Yes) If we had a provincial flag."

"With so many racial stocks in our population, it is necessary to have a symbol which stands for equality of all people under it."

"Foreign element should be taught to respect flag."

"Please remember that intense nationalism is a ~~kin~~ kin to fanaticism and the mother of some 6000 years of intermittent warfare."

Comments on Question Twenty-three continued

"It is a good practice but not necessary."

"In my opinion it is as important to see that patriotism or nation consciousness is not overdone as it is to teach it in the first place, but it should be taught and of course to teach it properly the raising of the flag, at least occasionally is necessary."

"Aren't schools as important as jails, P.O., court houses etc where these are considered necessary?"

"In a country such as ours, with many people from foreign lands and with different viewpoints, little or no knowledge of Canadian laws and customs, it is necessary to have something that will bind them together and help them to become real Canadians."

"This is a land of many nationalities and we should convey to new comers that we are proud of our Country even though we do not say much."

"Flag should be displayed inside school room."

"Poles and flags are difficult to maintain and expensive with bad winds and rough youngsters."

"Canada has no flag."

"Flag-poles are seldom used - I doubt if they can serve to teach what a flag cannot teach - A flag has its place, and should probably be retained for some while yet."

"Not necessary but should have. Many of them are seldom or never used."

"Canada is a comparatively new country with so many folks from other lands that there is a noticeable lack of national pride which could be advanced by pride in what the flag stands for."

"Particular a Canadian flag which tends to promote a national consciousness which is certainly a desirable objective in in a cosmopolitan country."

Comments on Question Twenty-four

"Shows intention of continuing in profession and by obtaining more training should do better jobs to advantage of future pupils."

Comments on Question Twenty-four continued

"This is difficult to decide. We have had teachers with some University training, some with two degrees, who were not good teachers - it is quite probable that some of them were not worth any more to us teachers than they were before they took this training. These are exceptions of course."

"With a 200.00 increase in the basic a teacher would get an extra 100.00 in the increment which would equal 300.00 for a year experience."

"I don't feel that school boards can pay more under present govt regulations and tax receipts with basic maximums as high. More screening would have to be done to take the risk of over encouraging University training."

"I believe that most schedules now provide reasonably good increments and in many case much fairer to teacher than to many taxpayers."

"Any further increase would tend to have the teachers take the year of training for the sole purpose of raise in salary."

"There is a direct ratio between per capita income, per capita retail sales and the employment of University trained teachers. The better trained teachers a community employees the higher is the income and retail sales in that community."

"I consider that \$200 sufficient increment for an additional year of university training for the reason that the one so doing is providing himself with insurance against the time when training is going to be the deciding factor in the retension of his services. Also it is an investment which will pay substancial cash dividends."

"I would pay this high increment provided the teacher has proved himself or herself."

"It takes more than additional schooling to make a better teacher. Perhaps teachers are born and not made."

"Not knowing average length of teaching years this is only a guess. At \$200 over a period of sixteen years could figure on 12½% on investment."

"Pay the increments when a degree is obtained only."

"More could be added for experience which is just as valuable as added training."

Comments on Question Twenty-four continued

"Too much money for very doubtful help to young teacher with what she or he usually has to teach, unless some special course has been taken for the infants classes 1-2-3."

"Only when the teacher applies that training in most cases they do not work longer hours."

Comments on Question Twenty-five

"As Trustee and parent of young teacher am well aware of conditions under which many teachers are forced to live, and feel it is the duty of all boards to provide its staff with adequate living facilities."

"Opinion expressed above - A teacher is not only a means to the end, but very much a human being of considerable value and should be appreciated as such. Give him or her the best your pocket book can afford in salary, housing, social life and the teacher's shortage in time, will disappear."

"Teachers are such rugged individualists that they hate to live with other teachers, want privacy from shop talk and if it is provided think it should be better and free. Why should the teaching profession be singled out to have special concessions? If its a problem - yess. If obtainable in town, village or district let them be independent and get out of the ivory tower."

"... , if a man teacher can not go to a strange town and find a place to live, is he able to teach students how to look out for themselves."

"... the present race of people are losing their sense of personal responsibility."

"(No) But we do so to get teachers."

"Yes, in rural schools only. In urban schools housing accomodation is usually found without much difficulty."

"Just a practical obligation. If housing not available, a district doesn't have as much choice."

Comments on Question Twenty-five continued

"Teacherages should be provided. The teachers should of course pay rent sufficient to meet costs and upkeep, the costs being spread say over a period of say ten to fifteen years."

"Yes, if no other accomodation is available."

"Give us permanent teachers and we should give them permanent housing."

"A teacher has every right to expect a home in every sense of the word, in any community comparable to the best. This should include all the comforts and conveniences common to that community."

"I consider it the Board's responsibility to provide adequate housing in the rural areas only. My reason for this is that should a teacher be force to build his own residence and then for some reason be forced to leave the district there would be little opportunity to sell the property; whereas in the urban areas houses are always in demand and the chance of selling at a profit is always good."

"If I were a teacher I would not live in some of the teacherages we have in our division. If I were a A.T.A. official I would put good living conditions ahead of large salaries. As a trustee I am trying to improve living conditions."

"I believe a teacher should be free to choose his own home and build to suit his own taste. He should be an individual to stand on his own feet and not administered for by a paternal Board. Give him adequate salary and security of tenure. Incidentally, our Board does supply housing (ranging from \$1000. to \$6000.) but I do not consider it a "moral obligation!"

"Employers don't build homes for stenogs' clerks etc! so why should School Boards be required to build homes for transient labor."

"In rural districts a teacher especially a young girl should not be expected to board in a cold uncomfortable place, with uncongenial people."

"All country schools should have adequate living accomodation for teachers, and modern conveniences if possible (or at least the same accomodation that the rest of the Community have in the district she or he has to teach in) In Cities and Towns housing accomodation should be supplied if conditions are such t at housing (citizen) are s..ort."

Comments on Question Twenty-five continued

"The community has an obligation in the matter, especially in towns and villages, also the teachers themselves. In isolated rural areas, it is more necessary."

"Only for rural schools and in small villages. Teachers are getting enough to arrange for own houses in Towns and Cities."

"Very desirable but impossible."

"In periods of serious housing shortage - yes! Teacherages should be built only in cases of necessity e.g. rural areas. Teachers should be paid high enough to build or rent as they please."

"See no reason for preferential treatment."

"But for Principals and Higher paid teachers no they should own there own home and live as any other citizen."

"I would like to answer yes to the above question, but find from our experience here, that many our teacherages are now empty - teachers in nearly all cases prefer to pay for their board. When teacher's salaries were low, teacherages were always used."

Comments on Question Twenty-six

"Out H.S. teachers are excellent in academic subjects. Our H.Ec. & Shop instructors pass muster, but the commercial subjects!!!"

"Centralization is new (2 yrs) and parents have not learned the value of anything except academic courses."

"While Gr. XII is very desireable and usefull for a boy or girl intending to farm by tne time they get it they nave about lost all interest in the land as High School does not seem to lead them that way."

"Towns under 1000 pupils cannot offer ~~hy~~hy-school advantages."

"Not enough children in district to warrant..."

Comments on Question Twenty-six continued

"In case of agriculture practical training is best as also in technical trades."

"After finishing grade XII only about 10% are mentally fit to take further academic work, the "B" grades can go into Commercial and for D & C class is where there should be schools available on the composite order."

"We have just a start in a small way."

"Every school ground should be a small experimental farm. During the summer holidays capable students should be paid to look after any work that requires continued attention."

"A lot of children complain that a straight academic course is to dull and uninteresting. In my own opinion the children who have had the most opportunity in this line have made the best progress in school.."

Comments on Question Twenty-seven

"It seems natural for young people to get out and see the world, therefore very few remain in the district where trained, therefore results of training benefit prov. as whole so should pay."

"How can one put any percentage here for the Province. Every child should have an opportunity to take such courses if he wants to and is capable of benefiting by them. Divisions are far from being equal in their ability to provide such services."

"Divisions which are trying to centralize are hard pressed financially on building and transportation funds. Therefore have little funds left for above."

"I don't believe in giving everybody everything. Although my figure is a guess I would suggest tuition should cover part of the expense."

"The Prov. Schools of Agriculture plan for above seems to be satisfactory."

Comments on Question Twenty-seven continued

"The first effort should be made to make it possible for more rural children to attend good Compiste school by paying to ward their board and travel expence and tution fees."

"This they do at present as to tools and teachers salaries and that seems fair to me, however there remains the cost of building and it would seem to me that the Province should carry 25 or 30% of this capital outlay."

"These are special branches and the costs should be borne by the individual."

"These are really Recreation for these pupils and although profitable to the students are not education in the strict sense, but very profitable to the Province and to the parents."

"I think Home Economics and Industrial Arts are very, very important."

"Equalization grants which actually equalize should be paid by Province."

"This division are desirous of introducing the above courses at our principal centre, but because of the high costs involved cannot do so."

Comments on Question Twenty-eight

"Overhead lighting on newer types should lessen eye strain."

"...sand table too close to stove, boys cloak room too small, should be an outside door in girls cloak room, passage between teachers desk and sand table is shown to narrower than a pupils desk which is too small. Boys cloak room has no direct outside lighting and with a door in each wall creates what may be termed cross traffic in four directions, tending towards confusion."

Comments on Question Twenty-eight continued

"Put heater in basement and connect to pipeless furnace. Put cloak rooms in that full basement and pull out partitions, add porch try some white and pastel paint."

"Why not use black shalk and white board in all rural schools where there is no artificial lighting. It could also be used in most other schools After all, you write on white paper not on black. Why don't people realize that a blackboard makes a room dark? Who would have one black wall in a room in his home?."

"Can be correctly calculated - I don't know."

"Boys cloak room too small and apt to be dangerously crowded at top of basement stairway."

"Stove located near stair and hall bad for safety."

"Room perhaps too dark."

"The cloak rooms should have a hall between so girls do not have to go through boys cloak room."

"There should be more than one exit."

"In connection with this item I might say I wish that that all our school buildings compared favorably with this one. There might be some room for criticism; first, The interior decorating scheme is a little depressing 2nd, Fire hazard depends on whether the heating system is in the basement."

"Every school should have an office or some such with couch and easy chair for pupils who take ill in school especially where vans are used."

"...only one exit in case of fire and right through main danger zone."

"Windows preferably on east side."

"I do not like oiled floors in time they get soaked with oil and if a child falls down or sits on the floor its cloths get very dirty. And the trimmings might have been of a lighter shade."

Comments on Question Twenty-eight continued

"30 pupils - too many 20-24 max. Cloak room and exit very poor layout steps down would indicate basement if so - why heater."

"Heater too close to door in case of fire."

"Furnace in basement would give better heating. Height of ceiling not stated."

Comments on Question Twenty-nine

"This matter should be discussed by the Board. There's much room for improvement."

"If one were to choose the most important I would still choose (d) yet some others are very important too, and co-related, as E,H and N, if one is taught then all three should be of equal importance or nearly so. M is very important too, and tho O is commendable it is so easily overdone. We see all around us so many with little experience that are just a little too sure of themselves. I is very important too, but whether it should be placed before or just after certain others of importance is difficult to say, if we take the view that education without health has but little value then it will come near the top. The last eight words of L are properly more the work of the school but the preceding is more the duty of the home and church. I would delete "means of many clubs" in G as it would have a tendency to counteract "Sense of World Brotherhood" in K."

"Questionnaires usually can be answered in different ways."

"Teach him while your lessons last. To judge the present by the past" Rokeby-Scott."

"This academic standing is stressed too high. I think the high school now learn smattering of things, they never need. I marked the ones with an X that I consider should be the aim of education. spelling, arithmetic and reading are not nearly as well done as in the past."

"Course should be flexible. High school pupils should get something on the social responsibilities they should have. How to be a good mother or a good father would not be out of place judging by the broken homes we have in this day and age."

Comments on Question Twenty-nine

"Let us keep in mind that an educated person is one who can do things."

"Why don't the Govt. divide country into districts under a Supt. and two trained assistance, who could study and advise children as to future training according to their ability and wishes. Govt. to build and maintain necessary schools; and where necessary provide funds for child to attend. At present we lose at least 50% of high School pupils because we have nothing to offer that shows any hope for future and many of those who go ahead enter positions that are not suitable."

"The last No. 29 depends somewhat on what we wish to do in life or what our vocation might be, but some are important in all vocations such as for instance (E) (I) (L) (D) etc. after all if we can be educated to get along with people half of life's battle is won."

